

National Fire Academy 2004 Catalog of Activities



FEMA



U.S. Fire Administration

USFA Mission Statement



The mission of FEMA is to reduce the loss of life and property and protect our institutions from all hazards by leading and supporting the Nation in a comprehensive, risk-based emergency management program of mitigation, preparedness, response, and recovery.

As an entity of the Federal Emergency Management Agency (FEMA), the mission of the United States Fire Administration (USFA) is to reduce life and economic losses due to fire and related emergencies, through leadership, advocacy, coordination, and support. We serve the Nation independently, in coordination with Federal agencies, and in partnership with fire protection and emergency service communities. With a commitment to excellence, we provide public education, training, technology, and data initiatives.

Public Education Develops and delivers fire prevention and safety education programs in partnership with other Federal agencies, the fire and emergency response community, the media, and safety interest groups.

Training 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 National Fire Academy (NFA) develops and delivers educational and training courses having a national focus.

Technology Works with public and private groups to promote and improve fire prevention and life safety through research, testing, and evaluation. Generates and distributes research and special studies on fire detection, suppression, and notification systems, and on fire and emergency responder health and safety.

Data Assists State and local entities in collecting, analyzing, and disseminating data on the occurrence, the control, and the consequences of all types of fires. The National Fire Data Center describes the Nation's fire problem; proposes possible solutions and national priorities; monitors resulting programs; and provides information to the public and fire organizations.

USFA 5-Year Operational Objectives

- Reduce the loss of life from fire by 15 percent
 - by reducing by 25 percent the loss of life of the age group 14 years old and below;
 - by reducing by 25 percent the loss of life of the age group 65 years old and above;
 - by reducing by 25 percent the loss of life of firefighters.
- 2,500 communities will have a comprehensive multi-hazard risk reduction plan led by or including the local fire service.
- To respond appropriately in a timely manner to emergent issues.

Human Dignity Statement

As cultural diversity increases among the American people, that change is being reflected in the composition of our Nation's fire and emergency services personnel. The U.S. Fire Administration's National Fire Academy recognizes the uniqueness of each individual and supports human dignity 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.

** This human dignity statement is displayed in all NFA classrooms.*



You've taken the first step. You've picked up the United States Fire Administration's National Fire Academy catalog. Now, do you have any idea what you are holding in your hands?

This catalog is packed with opportunities for you to increase your fire and emergency services knowledge. From on-campus training to off-campus training to independent study to public education materials, you'll find the information here.

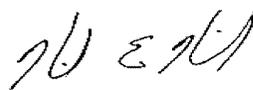
A new feature this year includes comments from former students. We hope that hearing from NFA Alumni may help you decide if a class is right for you. To further assist you in your decision there is a course matrix located just before the Resident Course Schedule. Find your area of interest and see which courses are most suited to your needs.

As always, the staff of the USFA stands ready to serve you. We look forward to your participation in our programs.

Sincerely,



Dr. Denis Onieal
Superintendent
National Fire Academy



Dr. Kirby Kiefer
Deputy Superintendent
National Fire Academy

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The Federal Emergency Management Agency



The Federal Emergency Management Agency (FEMA) provides the Federal focus for emergency management in the United States. That responsibility spans the entire spectrum of emergencies, from natural disasters, to technological calamities, to national security crises.

FEMA develops programs enabling State and local governments to:

- prevent emergencies whenever possible;
- achieve emergency preparedness;
- respond to emergencies of all kinds; and
- recover quickly from emergencies.

One of the primary means of achieving these goals is training.

Further information on FEMA is available on the Internet at:

<http://www.fema.gov>

The United States Fire Administration's National Fire Academy (NFA) proudly supports FEMA's approach to emergency management, moving communities and emergency responders from a response and recovery mode to an emphasis on preparedness and disaster management. FEMA's national awareness and outreach campaign demonstrates the benefits of disaster mitigation and preparedness. In concert, NFA continues to promote prevention efforts throughout its curricula. FEMA's community-based predisaster mitigation program meshes nicely with what fire departments currently are undertaking to mitigate emergencies of all types and sizes.

NFA Executive Programs focus senior fire and emergency services officers on organizational development theories and management practices enabling local departments to support prevention

and mitigation, including the Agency Director's Disaster Resistant Community Action Plan.

NFA's prevention curriculum gives fire and emergency services providers, community leaders, and allied professionals the tools needed to accomplish strategic analysis of community risks and to implement risk reduction actions for the public, private, industrial, or residential areas in their community. Some courses in this curriculum teach first-line inspectors about regulatory codes, code enforcement, and issues of life safety, all-important aspects of a comprehensive mitigation program.

The Public Education curriculum provides training specialists with skills to lead and manage training functions at the local level. Through task analysis and evaluation of behavioral changes, trainers focus on topics and presentations to support the broad-based dissemination of life safety and property loss prevention information for high-risk populations.

In addition, there are some NFA courses that analyze natural and manmade hazards in terms of building types, locations, and occupancy.

The following courses directly promote the goals of FEMA's community-based predisaster mitigation program:

- *Analytical Approaches to Public Fire Protection;*
- *Command and Control of Fire Department Operations at Natural and Man-Made Disasters;*
- *Community Education Leadership;*
- *The Community and Fire Threat;*
- *Community Risk Issues and Prevention Interventions;*
- *Disaster and Fire Defense Planning;*
- *Discovering the Road to High-Risk Audiences;*

- *Emergency Medical Services: Special Operations;*
- *Emergency Response to Terrorism: Basic Concepts;*
- *Emergency Response to Terrorism: Tactical Considerations: Emergency Medical Services;*
- *Fire Prevention for First Responders and Small Departments;*
- *Fire Prevention Organization and Management;*
- *Fire Protection Structures and Systems Design;*
- *Fire-Related Human Behavior;*
- *Fire Safe Building Design CD-Rom;*
- *Hazardous Materials Incident Management;*
- *Hazardous Materials Operating Site Practices;*
- *Hazardous Materials: The Pesticide Challenge;*
- *Incendiary Fire Analysis and Investigation;*
- *Introduction to Fire Inspection Principles and Practices;*
- *Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer;*
- *Leading Risk Reduction in the Community;*
- *Managerial Issues in Hazardous Materials;*
- *Methods of Enhancing Safety Education;*
- *Plans Review for Inspectors;*
- *Political and Legal Foundations of Fire Protection;*
- *Principles of Building Construction: Combustible and Noncombustible;*
- *Principles of Fire Protection: Structures and Systems;*
- *Public Fire Education Planning;*
- *Strategic Analysis of Community Risk Reduction; and*
- *Technical Principles and Practices of Fire Prevention.*

Descriptions of these courses are given later in this catalog and are identified by the FEMA seal.

The United States Fire Administration

FEMA's United States Fire Administration (USFA) is the national leader in fire safety and prevention. USFA supports the efforts of local communities to reduce the number of fires and fire deaths and promotes fire service management processes for today's challenges.

The following are divisions within the USFA.

The **NETC Support Services** manages, operates, and maintains the National Emergency Training Center (NETC) in an efficient and effective manner providing administrative, operational, and emergency services in support of the program activities and special groups at NETC.

The **National Fire Data Center** operates for the collection, analysis, publication, dissemination, and marketing of information related to the Nation's fire problem and USFA programs. The National Fire Data Center manages the USFA research efforts in fire detection, prevention, suppression, as well as first responder health, safety, and effectiveness.

The **National Fire Academy** 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 National Fire Academy delivers educational and training courses having a National focus.

The **National Fire Programs Division** oversees the development of programs that increase the capacity of the fire protection community and the public to prevent and mitigate and/or respond to the consequences of local emergencies, and that strengthens and supports other emergency and disaster response elements. The National Fire Programs Division includes the Response Branch, the Mitigation Branch, and the Grants Program office.

The **Emergency Management Institute** is located at the NETC with the National Fire Academy and provides training to enhance emergency management practices in the United States through a nationwide program of resident and nonresident instruction.

The Emergency Management Institute offers a number of courses of interest to firefighters, especially fire chiefs, in the area of community preparedness. Further information on the Emergency Management Institute is available at www.training.fema.gov/emiweb

USFA has a number of ongoing programs designed to promote fire safety and fire prevention:

Applied Research and Technology: In partnership with organizations such as the National Institute of Standards and Technology, the Consumer Product Safety Commission, colleges and universities across the country, National-level fire organizations, and others, USFA participates in the development and application of strategies and technology for fire detection, prevention, rescue, and suppression with a particular emphasis on the improvement of first responder health, safety, and effectiveness. The outcomes of these endeavors are documented in a variety of reports available from the USFA Publications Center, as well as the applied research and technology section of the USFA Web site.

Sprinkler research: For nearly 20 years, USFA and the National Institute for Standards and Technology have conducted research on more effective automatic sprinklers. The results are made available to manufacturers, installers of sprinklers, approving laboratories, and code and standard-making bodies. Many earlier studies have resulted in the highly effective residential sprinklers now available commercially.

Firefighter Fatality Study: For two decades, the USFA's National Fire Data Center has kept track of firefighter fatalities and conducted an analysis of the fatalities that occur each year. Through the collection of information on the causes of firefighter deaths, the USFA is able to focus on specific problems and direct efforts toward finding solutions to reduce the number of firefighter fatalities in the future. This information is also used to measure the effectiveness of current efforts directed toward firefighter health and safety. The specific objective of the study "Firefighter Fatalities in the United States" is to identify all of the on duty firefighter fatalities that occur in the United States and to analyze the circumstances surrounding each occurrence. The study is intended to help identify approaches that could reduce the number of deaths in future years.

Hazardous Materials Emergency Preparedness Curriculum Support Program:

Under an interagency agreement with the U.S. Department of Transportation (USDOT) Research and Special Programs Administration, USFA coordinates the curriculum support program for the USDOT Hazardous Materials Emergency Preparedness (HMEP) Grant Program. Under the HMEP Grant Program, USDOT collects fees for the shipment of hazardous materials nationally, and uses the funds to provide annual grants to States, tribes, and territories for hazardous materials training, and for hazardous materials planning. As part of the mission of the HMEP Grant Program, USFA provides curriculum guidance and technical support services in the areas of hazardous materials training, response planning, and prevention to all members of the public hazardous materials community. Services provided by USFA under the HMEP Program include:

Guidelines for Public Sector Hazardous Materials Training: USFA publishes, distributes, and regularly updates the *GPSHMT*. This publication provides guidance on national requirements, strategies, and recommendations for training fire service and other public service responders to hazardous materials and terrorist-related haz mat incidents. The publication also provides guidance for training Local Emergency Planning Committees (LEPC's) and others who perform local and State hazardous materials and terrorist-related response planning, and for training LEPC's, industry professionals, public

service codes personnel, and others who perform roles in the prevention and mitigation of hazardous materials incidents. The publication also includes guidance in managing, evaluating, and improving State and local hazardous materials training systems.

Assessment of Hazardous Materials Response Courses: USFA coordinates the HMEP National Hazardous Materials Course Assessment Program. Using assessment tools developed by Federal and State training systems consensus teams, USFA coordinates the voluntary self-assessment of hazardous materials response training courses by Federal, State, and professional association providers of hazardous materials training. The courses are assessed against OSHA and other Federal requirements, NFPA Professional Standards, and other National responder competency measures. The assessment information also includes complete course-component description, methodology, plans of instruction, and contact information for securing copies of course materials. The purpose of the assessment program is to provide State and local hazardous materials training systems with up-to-date information on available training materials. The course assessment information is compiled and distributed to State and local haz mat training managers through limited publication of the Catalog of Assessed Hazardous Materials Response Courses, and will be available in 2002 for public use in a searchable database on the haz mat's training portion of the USFA Web site.

Hazardous Materials Future Issues and Technical Assistance Workshops: Under the HMEP program, USFA conducts periodic workshops, with HMEP grantees to provide training and technical assistance, and conducts an annual Future Issues Workshop with HMEP grantees; national experts in hazardous materials and terrorist-related response, planning, and prevention; and a variety of Federal program representatives. The purpose of the Future Issues Workshops is to identify emerging trends and challenges in the hazardous materials arena that will affect Federal, State, and local systems in the future, and to develop plans and strategies to meet those challenges proactively through coordinated Federal, State, and professional association initiatives. The Future Issues findings are compiled into an annual Hazardous Materials Future Issues and Challenges Report and distributed by USFA.

For more information on the USFA HMEP Curriculum Support Program, visit the Web site at www.usfa.fema.gov/dhtml/fire-service/hmep.cfm or call (800) 238-3358, ext. 1009.

Grants Program Office: This office is responsible for the development and implementation of the Assistance to Firefighters Grant Program. In partnership with the fire service organizations, FEMA/USFA awards grants to fire departments and fire-related organizations through this program. The purpose of these grants is to protect the health and safety of the public and firefighting personnel against fire and fire-related hazards, and to provide assistance for fire prevention programs. The fire grant program received \$100 million in funding in FY 2001, and \$150 million in FY 2002.

Hotel and Motel Fire Safety: The USFA has compiled and maintains the National Master List of Fire-Safe Hotels and Motels. Several States as well as large corporations use this list for their employees. Federal employees are required to use these hotels when on official travel. The list is available on the USFA Web site at www.usfa.fema.gov/hotel. It is intended that all American travelers, in time, will be aware of fire safety while traveling, and will use this list when choosing their accommodations. Currently over 30,000 properties are listed.

Learning Resource Center: The Learning Resource Center (LRC) provides current information and resources on fire and emergency management subjects. With its collection of more than 100,000 books, reports, periodicals, and audiovisual materials, the LRC facilitates and supports student and faculty research and supplements classroom lectures and course materials.

The LRC routinely answers simple requests; e.g., an organization's telephone number and address. In response to more complex inquiries on specific subjects, the LRC will do literature searches, compile bibliographies, and, depending on length and copyright restrictions, provide documentation in the form of reports and articles. Users of the USFA Web site may access the LRC's **Online Card Catalog** to perform their own literature searches at www.usfa.fema.gov/dhtml/inside-usfa/lrc.cfm

Only FEMA personnel and National Emergency Training Center (NETC) students may borrow materials from the LRC. However, via **interlibrary loan** through local libraries, the general public can access the LRC's collection of books and research reports. Audiovisuals, magazines, and general reference materials are noncirculating.

Call (800) 638-1821 or (301) 447-1030 for information on how to borrow materials from the LRC. Our fax number is (301) 447-3217 and our email address is netlrc@fema.gov. **Please include your mailing address and phone number in all email messages.** Or, write to us at:

National Emergency Training Center
Learning Resource Center
16825 South Seton Avenue
Emmitsburg, MD 21727

NFIRS: USFA operates the National Fire Incident Reporting System (NFIRS). Approximately 14,000 of the Nation's 33,000 fire departments voluntarily submit fire and other incident reports in a standard format. This information is used for research on fires, identification of trends and problems, and evaluation of the effectiveness of fire safety programs. Other organizations that rely upon NFIRS data include the Consumer Product Safety Commission (CPSC) and National Highway Traffic Safety Administration (NHTSA) to identify consumer products and motor vehicles with fire problems; the National Fire Protection Association (NFPA) for its various analytical reports; and many other public and private organizations. You can view 16 years of NFIRS data on USFA's Web site. Recently USFA has set up an NFIRS Support Center, which assists reporting fire departments with technical and coding questions. The Center can be reached at (888) 382-3827.

Public Education: USFA carries on a continuing campaign to make Americans aware of the dangers of fire, and what they can do to minimize their risks. Special efforts are aimed at high-risk groups, such as the elderly, children, and the handicapped. Topical issues, such as holiday fire safety, winter fire problems, and fireworks also get special emphasis. Public education programs, both from USFA and other sources, are available through the USFA Web site.

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 CD-ROM's, free of charge (some quantity restrictions apply).

USFA also provides user-friendly fire safety education program materials for the public addressing such subjects as smoke alarm maintenance, basic characteristics of fire, residential fire prevention, college fire safety, and the increased risk of fire deaths and injuries to children, senior citizens, and the disabled.

You may order our publications in the following ways:

Web:
<http://www.usfa.fema.gov/applications/publications>
Telephone: (800) 561-3356 or (301) 447-1189
(7:30 a.m. to 5 p.m. EST/EDT)
FAX: (301) 447-1213
E-mail: usfapubs@fema.gov
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 reproduced locally if additional copies are required. To find out if a publication may be reproduced, please call our Publications Center. In addition, many publications may be downloaded from our Web site.

Emergency Education Network (EENET): The Emergency Education Network (EENET) is FEMA's satellite-based distance learning system. This network can bring interactive training programs into virtually any community nationwide. With a wide variety of programs for the public safety community, there's something for everyone.

All programming is "open" and is "in the public domain" so that any community with access to a C-band or Ku-band satellite dish, or a community cablevision provider, can receive the

broadcast and participate in the training programs.

For those viewers who do not have access to satellite reception, copies are available from most State Emergency Management Offices, FEMA Regional Training Offices and can be borrowed from the USFA Publications Center.

How to get Program Information

To obtain EENET schedules, or to be placed on the EENET surface mailing list, please contact

Emergency Education Network (EENET)
National Emergency Training Center (NETC)
16825 South Seton Avenue
Emmitsburg, MD 21727
Phone: (800) 500-5164

As an alternative, you may wish to be informed of schedule changes and special programming via e-mail. **EENET E-mail Updates** or **Current List of EENET Broadcasts and Satellite Information.** The address to register for e-mail updates direct to your computer is <http://training.fema.gov/emiweb/EENET/>

EENET Awards

FEMA's Emergency Education Network is a leader in the distance learning community and has been recognized often for its creative work in bringing emergency management training to a national audience.

Since 1996, EENET has been the recipient of nearly 100 national awards for programming. Among these awards are fifty-one Communicator Awards, thirty-nine Telly Awards, five AXIEM Awards, and one TELECON Award. In 1998, EENET received two Gold 20th Anniversary Classic Telly Awards (best programming of 20 years).

In 1997, EENET was honored with its first international recognition as the recipient of a "Certificate of Creative Excellence" from the International Film and Video Festival for a children's safety National Alert program.

Web Site: Comprehensive information about the programs, products, and services provided by the U.S. Fire Administration is only one click away by visiting our Web site on the Internet at <http://www.usfa.fema.gov/>. Information posted

includes NFA on- and off-campus course schedules, changes and vacancies, course descriptions, and admissions applications; training resources and higher education programs; fire statistics and analytical reports; fire service safety alerts; consumer product recalls; access to the Learning Resource Center's Online Card Catalog; fire safety information for groups at risk, especially children; firefighter fatality notices; assistance information, including grants and alternative funding sources; press releases and job announcements; links to other emergency services sites; and much more.

The National Fire Academy

Through its courses and programs, the National Fire Academy (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 courses and programs 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, 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 direct delivery in States and local communities. Students can attend select 1- and 2-week NFA courses within their geographical region through the Academy's off-campus, Regional Delivery Program. Through a cooperative working relationship with State and local fire training systems and the four branches of the Armed Services, the Train-the-Trainer Program provides expanded opportunities for

fire service personnel to participate in Academy courses at the State and local level.

Technology-Mediated Distance Delivery: The NFA is taking advantage of technology in order to deliver training to our students. In order to maximize the number of students reached, we are leveraging technology in the form of video, audio, computer, multimedia communications, or a combination of these with traditional delivery. Distribution of technology-mediated training is being facilitated using CD-ROM's, the Simulation Laboratory, and the Internet. For more information on this topic, visit www.usfa.fema.gov/dhtml/fire-service/nfa-off3.cfm

Enfranchisement: States are viewed as partners with the NFA, and as such, may deliver 2-week 6-day, and 2-day NFA courses in addition to the current deliveries available to them. States and the NFA work cooperatively to deliver Regional, and Direct Delivery Programs. States have sole control and responsibility to deliver hand-off courses. Enfranchisement establishes that State Fire Training Systems are the NFA in their State, with or without Federal funding. As such, State Fire Training Systems are enfranchised to deliver NFA courses using NFA instructors. The release of residential courses to States is proposed to be three courses per year, because of duplication costs and course development timelines. States will report student participation in all courses for inclusion in the NFA database. Students will receive NFA residential certificates. More information on this new program is available at www.usfa.fema.gov/dhtml/fire-service/nfa-abt6.cfm

Endorsement: States have a need for courses that the NFA cannot develop because of time constraints, the number of courses they need, 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 new program is available at www.usfa.fema.gov/dhtml/fire-service/nfa-abt5.cfm

Higher Education: For those interested in pursuing degrees, the Degrees at a Distance Program 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 pages 85-86.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of the National Fire Academy. 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 mission of the Academy;
- the organization of the Academy, to determine whether it affords the most appropriate structure for delivering the Academy programs;
- 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 Director of FEMA receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, including 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.

Members of the National Fire Academy Board of Visitors

Dr. Robert S. Fleming, Chair
Professor
Rowan University
West Chester, Pennsylvania

Chief Warren McDaniels
New Orleans Fire Department
New Orleans, Louisiana

Chief Donald Oliver
Wilson Fire Rescue Services
Wilson, North Carolina

Robert J. Sledgeski
Baltimore Fire Fighters Local 734
Baltimore, Maryland

Art Cota, Division Chief
California State Fire Training
Sacramento, California

Gary Tokle (Alternate)
National Fire Protection Association
Quincy, Massachusetts

Donald P. Bliss
New Hampshire Office of Emergency
Management
Concord, New Hampshire

Helen Campbell Johnson
State Firemen's and Fire Marshal's
Association of Texas
Austin, Texas

The Campus and Facilities

In March of 1979, the Federal Government purchased the former St. Joseph College in Emmitsburg, Maryland, as the site for NFA. The first NFA classes on the Emmitsburg campus were held in January 1980, and the program has grown steadily since that time. The campus is located a few miles south of the Pennsylvania border, 75 miles north of Washington, DC, and 50 miles northwest of Baltimore, Maryland.

Today, the 107-acre campus houses USFA, including NFA, the Emergency Management Institute, the Field Personnel Office, and the Satellite Procurement Office. The campus, known as the National Emergency Training Center (NETC), has fully equipped air-conditioned classrooms, lodging for students, a Learning Resource Center (LRC), and dining and recreational facilities. There are also several specialized facilities, such as Arson Burn Laboratory; Fire Prevention Laboratory with new smoke model; and Simulation/Exercise Lab and Network.

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 four-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 (which includes the National Fire Academy), the Emergency Management Institute, 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 Fire Fighter's 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 Catocin Mountain range. (F)

Building C--Built in 1956 and renovated in 1995, it has 217 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 65 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 Field Personnel, NETC Procurement and 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 Publication Center. (F)

Building J--Built in 1966, renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses NFA and National Fire Programs Division staff. 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 42 dormitory rooms, a conference room, and houses staff of the National Fallen Firefighter Foundation. (I)

Building M--Built in 1965, renovated in 1989, it houses 2 EMI classrooms and 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 Administrators office, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O--Erected in 1839 as a chapel. The marble, alabaster alters 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

General Information

Eligibility

Any person with substantial involvement in fire prevention and control, emergency medical services, fire-related emergency management activities, or allied professions is eligible to apply for NFA courses.

Applicants must meet the specific selection criteria for each course, as described in this catalog. 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.

The National Fire Academy is an Equal Opportunity institution. 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. The National Fire Academy makes every effort to assure equitable representation of minorities and women in its student body. Qualified minority and female candidates are encouraged to apply for all courses.

Application Procedures

Application procedures vary with the different programs. Each section of the catalog has specific application requirements listed, along with the course or program descriptions. Applicants should read these requirements carefully and follow the procedures listed; this will save time and speed up the application process. **Please use the proper course codes when applying.**

The FY 2003 course schedule and General Admission Application (FEMA Form 75-5, dated April 2001) for on-campus courses are contained in the back of the catalog. Off-campus course schedules are available from the NETC Office of Admissions.

General Admission Application forms also are available from FEMA Regional Offices, the NETC Office of Admissions, or they may be downloaded from the USFA Web site at www.usfa.fema.gov/dhtml/fire-service/nfa-abt1c.cfm#75-5

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

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(800) 238-3358, ext. 1035 or
(301) 447-1035
FAX: (301) 447-1441

Only the July 2000 version or later of FEMA Form 75-5 will be accepted. All other versions will be returned to the applicant. Incomplete applications will be returned to the applicant. Likewise, applications sent outside the designated application periods identified in the next paragraph will be returned to the applicant.

The Academy operates on a two-semester year with a separate application period for each semester. The first semester of Fiscal Year 2004 (FY 2004) runs from October 1, 2003, to March 31, 2004, and applications for this semester must be postmarked between May 1 and June 30, 2003. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.** The second semester runs from April 1 to September 30, 2004, and applications for this semester must be postmarked between November 1 and December 31, 2003.

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.

The Office of Admissions will notify students of the status of their applications approximately 60 days after the end 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.

Costs and Stipends

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Transportation costs and lodging for students who represent career or volunteer fire departments, rescue squads or State/local governments attending on-campus courses are currently 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 at your expense entirely. 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 you are notified in enough time to purchase the 21-day ticket and do not do so, your reimbursement will be limited 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 the State ceiling, **whichever is less.** POV mileage is subject to validation.

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 (301) 447-1035.

Campus Security

Due to heightened security requirements, please understand that you, your vehicle, and your luggage may be searched by security and law enforcement personnel. 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 any firearms to campus. Sworn 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 or the NETC Safety and Security Specialist prior to arrival on campus. For more information, please call (301) 447-1422.

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 one week 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 noon the day before class begins. Departure is any time after graduation, which, except for selected courses, is concluded by 10 a.m. the last day of class.

Direction to NFA:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (towards 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 west to Harrisburg, Exit 17 (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 Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.

Lodging and Food Service

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.

All lodging rooms are nonsmoking rooms and are randomly assigned once approved for a course. Because of the random assignments of rooms, classmates may not be lodged together.

The meal charge will be identified in all acceptance letters and will include costs for three meals per day beginning with dinner on the day

preceding the course start date and extending through lunch on the last day of the course plus morning and afternoon breaks. There are no refunds for meals missed. **All students residing on campus must purchase meal tickets.** Any student who does not purchase a meal ticket must move off campus for the duration of the course at personal expense. Additionally, students not staying on campus must pay for refreshments served during class breaks.

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.

NFA 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. 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 that is appropriate for both climate differences and classroom activities. NFA staff have the authority to make a determination that a student's attire may be 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, nice jeans; departmental uniforms (no T-shirts); shoes and socks. Optional items include sweaters, sport coats, ties, etc.
- **Females:** Dresses; blouses with slacks or nice jeans, skirts, split skirts/skorts, including departmental uniforms (no T-shirts); and shoes. Optional items include sweaters, blazers, etc.

Acceptable Attire for Graduation:

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

Shorts, sleeveless shirts, ball caps, open-toe sandals, thongs, etc., are not permitted in the classrooms, the auditorium, or the dining hall. Bathing suits/trunks are not permitted outside the pool area. Dresses, skirts, split skirts/skorts should be no higher than 1" above the knee (no mini skirts).

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 at the last minute 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. This restriction will apply until the individual successfully completes an NFA on-campus course.

Foreign Applicants

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

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

Foreign applicants 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 foreign students are not considered during the random selection process following each application period. After students have been placed, if there are vacancies, foreign applicants are considered. Therefore, applications are accepted from foreign students throughout the course of the year. Placement for a requested date cannot be guaranteed. Please allow extra time for processing application requests.

Course Coding

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

- C College Deliveries over course of a semester
- F Direct Field Deliveries
- H Local Training System Deliveries (Handoff)
- I In-Service Training
- M Mount Weather Site Deliveries
- N Regional Deliveries
- O State Training System Deliveries (Off-Site local deliveries)
- P Pilot
- Q Independent Study
- R Resident On-Campus Deliveries
- T Train-the-Trainer
- U Computer Conferencing Deliveries
- W State Weekend Program Deliveries
- Y Endorsed Course Deliveries

College Credit for NFA 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/College Credit Recommendation Service (ACE/CCRS) annually reviews Academy courses and makes recommendations for credit equivalencies. ACE/CCRS reviews formal training developed outside colleges and universities and publishes its recommendations in *The National Guide to Educational Credit for Training Programs*, used by educational institutions throughout the country. 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. At that time, the students who have already completed the course become eligible for credit for that course.

Upon written request, the NETC Office of Admissions will provide student transcripts to educational institutions at no cost to the student.

To obtain a transcript, complete the information request on the next page and send or fax it to the address indicated. The Transcript Request page can be downloaded at:

www.usfa.fema.gov/dhtml/fire-service/nfa-abt3.cfm

**NATIONAL EMERGENCY TRAINING CENTER (NETC)
TRANSCRIPT REQUEST**

A TRANSCRIPT WILL BE SENT TO THE INDIVIDUAL REQUESTING A TRANSCRIPT. WE WILL ALSO MAIL A COPY TO THE COLLEGE OR UNIVERSITY YOU SPECIFY BELOW, **ONLY IF THE INFORMATION LISTED IS COMPLETE AND HAS AN ACCURATE ADDRESS.**

REQUESTOR

NAME: _____

ADDRESS: _____

SOCIAL SECURITY NUMBER: _____

WORK PHONE: _____ HOME PHONE: _____

COLLEGE OR UNIVERSITY TO WHICH YOU WANT THE TRANSCRIPT SENT:

NAME: _____

ATTENTION: _____

ADDRESS: _____

REQUESTOR'S SIGNATURE: _____

SPECIAL NOTICE TO REQUESTOR: NETC, INCLUDING THE NATIONAL FIRE ACADEMY (NFA) AND THE EMERGENCY MANAGEMENT INSTITUTE (EMI), MAY NOT MAINTAIN COURSE RECORDS ON CLASSES THAT YOU ATTENDED, WHETHER SPONSORED BY YOUR DEPARTMENT OR ANOTHER ORGANIZATION, IN WHICH YOU RECEIVED A "**CERTIFICATE OF TRAINING**" SIGNED BY SOMEONE IN AN ORGANIZATION OTHER THAN AN NETC FACULTY MEMBER. COURSES SUCH AS THIS ARE GENERALLY REFERRED TO AS "HAND-OFF" COURSES. NETC DOES MAINTAIN TRAINING RECORDS ON STUDENTS WHO ATTENDED DIRECT DELIVERY CLASSES WHO RECEIVED A "**CERTIFICATE OF ATTENDANCE**" SIGNED BY THE NFA OR EMI SUPERINTENDENT. IT'S THE COURSES IN WHICH YOU RECEIVE A "**CERTIFICATE OF ATTENDANCE**" THAT WILL BE REFLECTED ON YOUR NETC TRANSCRIPT.

MAIL COMPLETED REQUESTS TO: National Emergency Training Center
ATTN: Admissions, Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

OR FAX COMPLETED REQUESTS TO: (301) 447-1441

Evaluation of NFA 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.

Selected NFA on-campus and off-campus courses also are evaluated by students and their supervisors using the Academy's Long Term Evaluation program. NFA asks students and supervisors to complete evaluation forms 3 to 6 months after the student has returned to the job following NFA training. In 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 incidents.

NFA also has established another way for students to report how NFA training has had an impact on their day-to-day job performance. Students, supervisors, and coworkers who want to provide feedback to NFA can visit the USFA Web site at:

www.usfa.fema.gov/dhtml/fire-service/nfa-onb.cfm

Students are encouraged to share experiences of how they applied NFA training when they returned to their regular duties.

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

- implementation of the Incident Command System;
- 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 United States Fire Administration/National Fire Academy designed to provide senior officers and others in key leadership 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; and
 - the value of lifelong learning.
- 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 is current and emerging executive-level leaders in fire and emergency services organizations. The selection criteria are divided between two requirements 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.
- Other individuals who are serving in "key leadership" positions. Please refer to "Key Leaders" selection criteria following this section.

Academic Requirement

- Applicants must have attained an associate's degree or greater from a regionally accredited institution of higher learning. No exception will be made to this requirement.
- Beginning October 1, 2009 (FY 2010), applicants must have attained a minimum of a bachelor's degree.

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

1. A General Admissions Application. In Block #9A, please specify "Executive Fire Officer Program."

2. 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.
3. The applicant's résumé.
4. 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.
5. A photocopy of the applicant's terminal academic diploma or transcript.
6. An organizational chart that depicts the applicant's position.

The application package must be sent to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

"Key Leaders" 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 "key leadership" positions 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.

- An advanced academic degree from a regionally accredited college or university.
- 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.

- 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 carefully review all of aforementioned and following selection/application elements before submitting their application package.

Secondary Essay Application Form

EFOP candidates who have complied with the EFOP minimum prerequisites will be forwarded a secondary, essay-based application form. 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 non-acceptance 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 30 for each fiscal year. Thus, in order to be considered for the FY 2004 (October 1, 2003 to September 30, 2004) EFOP, the application must be postmarked no later than June 30, 2003. 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 Applied Research Projects. The participant bears the responsibility for any travel costs associated with course cancellation, for failing to complete the required research in a timely manner.

Conditional Acceptance to EFOP

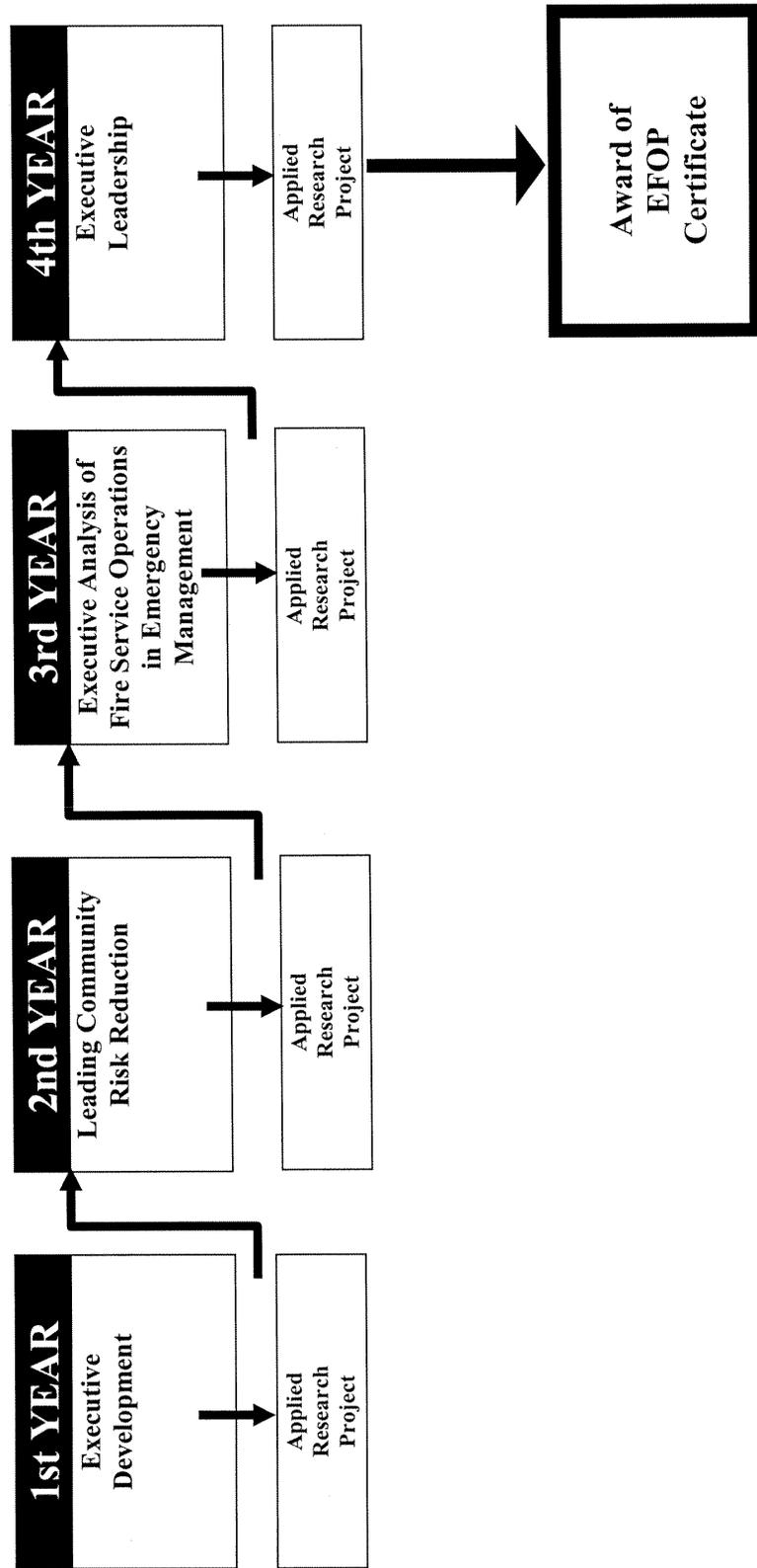
Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s)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

Applies to EFOP participants accepted to begin during FY 01 and after



Sixteenth 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 provide 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 Sixteenth EFOP Graduate Symposium is scheduled for April 16-18, 2004. 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 1, 2004. Due to limited space, applications will be prioritized on a first-received, first-served basis.

Harvard Fire Executive Fellowship Program

Application procedures have been established for the 2004 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership consisting of the International Association of Fire Chiefs, the International Fire Service Training Association, the National Fire Protection Association and the USFA. USFA will administer the selection process.

Eight senior fire executives will be awarded fellowships to attend Harvard's annual Program for Senior Executives in State and Local Government. The 3-week summer program is conducted on the Harvard campus in Cambridge, Massachusetts.

The following criteria and guidelines have been established for the 2004 program:

- Application is open to senior fire executives who have demonstrated significant accomplishments and have the 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 or course work.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during, 2001, 2002, or 2003 will not be considered.

- A General Admission Application (FEMA Form 75-5) is required, postmarked no later than January 31, 2004. An organizational chart of the applicant's sponsoring organization (with applicant's position highlighted) is required with the General Admission Application. All applicants are encouraged to include a resume with their submission.

All packages should be forwarded to the following address:

United States Fire Administration
Harvard Fellowship Program
16825 South Seton Avenue
Emmitsburg, Maryland 21727

Semifinalists will be forwarded complete program information and materials for a secondary application process that is essay based.

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

Two Week Residential Curriculum

Executive Development Curriculum

Executive Development (R123)

Executive Development is the entry course for the EFOP. It is intended to assist fire service personnel in developing effective management and leadership skills as they make the transition from manager to senior executive. Through a combination of theory, case study analysis, reflection, introspection, and self/observer-based assessment, students learn how to enhance team development and apply action research.

Executive Development course units include working as a team, individual professional development, research, problem-solving, following and leading, ethics, creativity and innovation, marketing in the public sector, organizational change and development, outside perspectives, service quality, legal aspects of fire protection, and research project reports.

Executive Development serves as a bridge between the Management Series and the Executive Fire Officer series. Participation assumes the successful completion of the Management Series or equivalent instruction.

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.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Personnel Management, Public Administration, Organizational Behavior, Management, or Fire Science Management as an elective. Students who are EFOP participants will be eligible to receive graduate-level credit

with successful completion of the Applied Research Project.

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

Student Comments: *Think about other facets of city government--develop working relationships with other department representatives...Course concepts led to re-evaluation of my leadership style--will be making some changes...Will help with organizing and putting together programs, analysis, succession, planning, etc.*

Course Dates: November 10-21, 2003; January 5-16, 2004, February 2-13, 2004; March 1-12, 2004; March 15-26, 2004; March 29-April 9, 2004; May 3-14, 2004; May 17-28, 2004; July 12-23, 2004; August 9-20, 2004; and September 13-24, 2004.

Executive Leadership (R125)

This concluding course 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 survey assessment instruments, case study analysis, role playing, and experiential activities. Participants complete a "self-assessment and development plan" to create desirable goals in the areas of their professional, personal, community, and family life.

Course units include leadership, multiple roles, decision skills, influencing, leaders teaching leaders, coaching and mentoring, succession planning, and evaluating.

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.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Service Management, Personnel Management, Public Administration, or Management as an elective.

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

Student Comments: *The leadership instruments were very valuable in identifying areas of strengths and weaknesses that I may not have otherwise learned about...The persuasion techniques will be valuable in all aspects of life...The memory jog, reference, and network possibilities are limitless. Building relationships to continue in the pursuit of growing the professionalism of the fire service will be great.*

Course Dates: October 6-17, 2003; December 8-19, 2003; April 19-30, 2004; May 17-28, 2004; July 12-23, 2004; July 26-August 6, 2004; August 23-September 3, 2004; and September 13-24, 2004.

Management Science Curriculum

Fire Service Communication (R107)

Fire Service Communication focuses on verbal and written communication skills for fire service managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of fire service documents used in large and small fire 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 company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers 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.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Communications, Business Communications, English, English Composition, Speech, Fire Science, Business Management, or Public Administration.

Student Comments: *It will help me become a leader in the department and within the community...Everything involved with my job from proposals to memos to general reports will improve. Mostly, the professional image that I display to the public in written materials/ correspondence will increase the image of the fire department...Improve my communication skills. Reduce my fear of giving speeches.*

Course Dates: October 20-31, 2003; January 5-16, 2004; March 1-12, 2004; April 19-30, 2004; June 14-25, 2004; and August 9-20, 2004.

Organizational Theory in Practice (R331)

Organizational Theory in Practice is designed to prepare fire service managers and executives to understand organizational theory as it relates in practice to the fire service. 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 company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers 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.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science Management, or Public Administration. **NOTE:** Students must complete a 6-month project before receiving the credit recommendations.

Student Comments: *Will help clarify critical thinking problems. Will help to give a good base for decisionmaking. Greatly expanded the knowledge base to draw from...This course will help me to understand how organizations function and how to be a better leader/ manager...Updating of strategic plan. Successful implementation of new programs/projects. Enhanced communications with elected officials.*

Course Dates: November 10-21, 2003; January 19-30, 2004; March 15-26, 2004; May 3-14, 2004; and July 12-23, 2004.

Interpersonal Dynamics in Fire Service Organizations (R332)

Interpersonal Dynamics in Fire Service Organizations is designed to prepare fire service 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 modules 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 company officers.
- Individuals presently assigned to top-level management positions with limited training.
- Company officers 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.

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

Student Comments: *All aspects from organizational skill, conflict resolution, and team building...The material in this course is extremely valuable to me and in my job--I think "everyone" in the fire service should take this class...It will help me to recognize better the diversity in the work place.*

Course Dates: October 6-17, 2003; December 8-19, 2003; February 2-13, 2004; March 29-April 9, 2004; May 17-28, 2004; July 26-August 6, 2004; and August 23-September 3, 2004.

Emergency Medical Services Curriculum

Emergency Medical Services: Management of Community Health Risks (R149)

The new 2-week course targets EMS providers, supervisors, and program managers with the responsibility for development and implementation of community health and safety programs. During the class the students will develop a community-specific Health Outcome Management Plan with the goal of a 25-percent reduction in preventable illness and injuries within a community. The course represents the first major opportunity at an EMS prevention at the National Fire Academy.

The course content includes

- valuing (quantifying) the effects of EMS on injury prevention and community health;
- the public health prevention model and associated practices;
- health risk assessment/injury prevention and application;
- definition of community health problems; and
- development, marketing, and application of the Health Outcome Management Plan.

Student Criteria:

- Individuals with experience in EMS, public health, or allied health field.
- Individuals who are responsible for development and implementation of community health prevention programs.

Personnel without formal responsibility for program management will be considered with the endorsement of their organization.

ACE Recommendation: This course has not been reviewed by ACE.

Course Dates: November 10-21, 2003; January 19-30, 2004; and April 19-30, 2004.

Management of Emergency Medical Services (R150)

This course focuses on current and newly emerging management practices as they relate to Emergency Medical Services (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 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 program management/coordination, training, medical control, etc.

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 Services.

Student Comments: *Fostered wonderful discussions and networking. The information regarding counseling will be very helpful...I have received "priceless" insight on topics that I have yet to encounter on the job, for example, employee appraisals, research, and purchasing issues...Leadership skills, teamwork, organization skills, improving quality in our EMS system, recognizing critical legal standards. Awesome class. I hated the in-baskets, but I really needed them!*

Course Dates: October 20-31, 2003; January 5-16, 2004; and September 13-24, 2004.

Advanced Leadership Issues in Emergency Medical Services (R151)

This 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.

Student 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 program management/coordination, training, medical control, etc.

Prerequisite: *Management of Emergency Medical Services (R150)* or a college-level management 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. **NOTE:** Students seeking graduate-level credit must complete the *Advanced Leadership Issues in Emergency Medical Services* research paper requirement.

Student Comments: *Helped with understanding some of the issues facing EMS today. Great networking for future problems and issues...Identified strategy for the development of BLS/ALS contingency plan...To prepare budgets; figuring unit hour utilization; risk management issues; QI issues.*

Course Dates: November 10-21, 2003; and March 29-April 9, 2004.

Emergency Medical Services: Special Operations (R152)



Historically, EMS has been provided to meet the immediate needs of communities. In recent years, we have seen a greater reliance on our EMS systems. As our customers begin to expect more from us, our mission has expanded. Recent cases have shown that local EMS organizations can be overwhelmed easily by many of the events to which we are called to respond. Events such as mass-casualty incidents, storms, earthquakes, or technological emergencies, mass gatherings, dignitary visits, and terrorism can place an unusual demand upon our ability to provide continued "background" response to our anticipated daily call volume. It is only through effective planning and preparation for these unique events that we can continue to respond effectively to our customers. This program discusses many of these special operations and the burdens they place upon our communities, EMS systems, and the responders within our systems.

The purpose of this program is to enable EMS System Managers to prepare their organizations to respond to special operations by identifying potential hazards, determining potential resource needs, determining how those resources may be acquired, and developing a plan that enables the effective control of these events.

Student Selection Criteria: This course is geared primarily to those who have management and planning responsibilities for an EMS system. Because special operations can occur anywhere, (with dignitary visits, plane crashes, mass-casualty incidents, etc.) students do not have to represent organizations serving earthquake, tornado, or hurricane-prone areas. While most students will have a fire service background, some will represent private or separate service (nonfire) EMS agencies. Those in the fire service will make up the bulk of the class and will range from first-line supervisors through battalion chiefs and operations chiefs to chief of the department. The course will be targeted primarily to middle managers at an operational level and to senior planners within the department. The students will be selected to provide a geographic distribution in each class.

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

Student Comments: *Enhance my understanding of State and Federal response plans. Gave me ideas of pulling all community resources together...As an EMS liaison on the fire side it will give me a better understanding of EMS that I can convey to my department for better cooperation between agencies...The course gave me greater insight on the ICS/Unified Command System. It also aided in identifying areas/concerns to be addressed in my own department.*

Course Dates: October 20-31, 2003; January 5-16, 2004; May 3-14, 2004; and August 23-September 3, 2004.

Advanced Life Support Response to Hazardous Materials Incidents (R247)

This 2-week 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 at EMS/HM Level II who, as a part of their normal duties, may be called to perform patient care activities in the warm zone at hazardous materials incidents.

Prerequisite: Applicants must provide current State or National Registry Paramedic certification.

ACE Recommendation: In 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.

Student Comments: *Will allow me to get a "tox-medic" program going in my town...Yes, I wish I could depend on all the paramedics I work with to get this information...Great info. for WMD/haz mat events. Good reference info. for research. Good networking for research and other training events.*

Course Dates: October 6-17, 2003; and September 13-24, 2004.

Incident Management Curriculum

Command and Control of Fire Department Operations at Multi-Alarm Incidents (R304)

This 2-week course is simulation-intensive and focuses on the command officer's responsibility while conducting major operations involving multi-alarm units. Emphasis is placed on rapid fireground decisionmaking, 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 multi-family 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. A precourse, self-study module on the Incident Command System (ICS) is forwarded to students prior to attendance.

Demonstrated experience in the ICS is a prerequisite, and students are tested to measure their proficiency in this area on the first day of class.

Student Selection Criteria: Command officers or company officers who have multi-alarm command responsibilities. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from their fire chief and/or placement on an eligibility list will be required for these candidates.

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

Student Comments: *By teaching me better ways of organizing fireground activities. I will recommend it (and its teachings) to my peers and subordinates...Increased effective management control of personnel resources. Improve PAR tracking...Provided as near to real experience as I could get without actually being at multi-alarms. Provided strategies for running scenes safely.*

Course Dates: October 6-17, 2003; December 8-19, 2003; February 2-13, 2004; May 17-28, 2004; July 26-August 6, 2004; and August 23-September 3, 2004.

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

This course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational component 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), Emergency Operations Center (EOC), and emergency information systems. 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 will be conducted with the Emergency Management Institute 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, 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.
- Field battalion-level officers from 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. A letter from the fire chief and/or documentation of placement on an eligibility list is required for these candidates.

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

Student Comments: *Greatly enhanced my knowledge of EOC operations...To go back and develop overall SOP's on large-scale disasters coordinated and unified should/when it occurs...Will help with future EOC/ICS interface.*

Course Dates: October 20-31, 2003; January 5-16, 2004; March 1-12, 2004; April 19-30, 2004; June 14-25, 2004; July 12-23, 2004; August 8-20, 2004; and September 13-24, 2004.

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



This 2-week 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 decisionmaking skills and the interrelationship of the operational function to hazard preparedness, mitigation, response, and recovery. Advanced applications of the Incident Command System (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.

Student Selection Criteria: Chief officers or other fire officers who command fire department operations at catastrophic disasters.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Prerequisite: Demonstrated experience in the ICS.

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.

Student Comments: *Better understanding of IMS--how its expandable...Help prepare for and manage a disaster...Developing annex for fire department EOP annex.*

Course Dates: January 19-30, 2004; March 15-26, 2004; and May 3-14, 2004.

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 advanced applications in the Incident Command System (ICS), command and control, decisionmaking, 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.

Student Selection Criteria: Chief officers or other officers who would have the responsibility to command incidents involving target hazards.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates. Since this is a unique 6-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: Demonstrated experience in the ICS and completion of a previous command course.

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

Student Comments: *With nearly every target hazard in my district, I will make a much greater effort to provide PIP to all my target hazards, lead by better example and provide better instruction...I can now act as part of an IMT...It will give me the tools for the "big one." It will*

give me lots of training materials for my shift and department. It provides lots of confidence and knowledge for calls I have felt unprepared for.

Course Dates: November 9-14, 2003; February 15-20, 2004; April 4-9, 2004; and May 30-June 4, 2004.

Planning and Information Management Curriculum

Fire Service Financial Management (R333)

This is not an accounting course. *Fire Service Financial Management* is a 2-week course that considers financial management concepts and techniques. The mystery is taken out of the complexity and constraints of public budgeting. Roles and responsibilities are addressed in terms of accountability and effectiveness. Types of budgets, their functions, and impacts are discussed in terms of requirements and options. Solutions to issues of resource allocation and community economic change are explored. The need to tie your organization's budget to strategic planning is discussed. The ability to present a well-articulated and comprehensive budget package to decisionmakers is viewed as a critical course component. The *Financial Management* course recently has been enhanced with texts and reading from case studies. Through an active learning process, students become outcome-focused; they are guided away from using output numbers as the sole determinant for fiscal decisions.

Student Selection Criteria: Fire and emergency medical service personnel who have direct influence or responsibility for the design, development, and/or administration of the organization's budget.

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

Student Comments: *Better budgeting and spreadsheet use...Better understanding of presentation skill needed for council situations...By using the forecast models and the linear regression models.*

Course Dates: October 6-17, 2003; January 19-30, 2004; May 3-14, 2004; and July 12-23, 2004.

National Fire Incident Reporting Systems (NFIRS) (R499)

This 2-week course is offered to enhance the knowledge and skills of those individuals responsible for the managing of NFIRS in their organization, and/or the training of field-level data collection and reporting staffs. Students are expected to have completed the *Introduction to NFIRS 5.0* 2-day class, or equivalent, prior to attending this course. The NFIRS manager receives information about the systems capabilities, data collection and analysis, and the available reporting features. Focus is on the higher level competencies required to train others in data entry, collection, and reporting, and to develop decision packages based on local, State, or national data and trends. The NFA's computer classroom is used extensively for this course. The opportunities created by class activities are the creation and presentation of a decision package containing useful, timely, and accurate NFIRS-based information, and the development of the skills needed to train other NFIRS users.

Student Selection Criteria: New and current State, Metropolitan and fire department NFIRS program managers responsible for NFIRS data collection and/or for the training of field-level data collection and reporting staffs.

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

For information call

NFIRS Office POC
(800) 238-3358, ext. 1836 or
(301) 447-1836
or
NFIRS Training Specialist
(800) 238-3358, ext. 1613 or
(301) 447-1613

Student Comments: *Planning--pivot tables--Web publishing...Help sell local reporting participation to State. Gave me tools to develop an on-going training and Q/A program within department. How to sort, analyze, package, and present information and statistics...Gave me insight in linking detailed EMS data to NFIRS data.*

Course Dates: January 5-16, 2004; June 14-25, 2004; and August 9-20, 2004.

Executive Planning (R506)

This 2-week course often is offered as two concurrent sections, allowing approximately 50 students to exchange information and experiences relating to the topical areas of strategic planning and project management and implementation. The *Executive Planning* (EP) course has created an exceptionally successful dynamic for the students who select this course. Preparing fire service managers to evaluate options and make decisions that create the desired future while being responsive to the rapid changes encountered in today's environment is a critical success factor. The combination of instructional resources and use of large and small group classroom applications creates the high-energy environment and student synergy that is sought in adult learning. The recently revised EP Student Manual reflects the significant transition to an active learning environment and takes advantage of current published texts and articles. The use of selected course readings and case study materials allows readily available targeted information to be incorporated, keeping the course current.

Fire officers attending this course have a unique opportunity to have a local official or community planner attend the training with them. To exercise this option, both applications must be attached to a cover letter when the original applications are sent to NFA's Admissions Office.

Student Selection Criteria: Fire chiefs, fire and emergency medical service management staff, and personnel identified as part of the organization's decisionmaking team.

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

Student Comments: *With a new perspective on leadership and new process for managing projects...It is the best planning course that I have attended. I will be able to use the course material as soon as I return...The strategic planning and project management models will help make difficult, lengthy projects less stressful.*

Course Dates: February 2-13, 2004 (2 sessions); May 17-28, 2004 (2 sessions); and July 26-August 6, 2004 (2 sessions).

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R229)



This course focuses on the strategies and safe procedures for alleviating the danger at a hazardous materials incident. It concentrates on integrating knowledge about hazardous materials chemistry, storage, transportation, and potential release scenarios with information about local hazardous materials incident plans and response systems. Through decisionmaking activities, the course participants apply the course information, which is defined by current regulations and standards.

Subjects covered include, among others: DOT 49 CFR regulations as they apply to haz mat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of air monitoring instruments, 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, NFPA 471, *Recommended*

Practice for Responding to Hazardous Materials Incidents and NFPA 472, Standard for Professional Competence of Responders to Hazardous Materials Incidents.

Prerequisites: NFA Chemistry of Hazardous Materials 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.

Student Comments: *In using ICS at haz mat scenes and conducting operations...Provided a much better understanding of 49-CFR...Development of haz mat team needs.*

Course Dates: October 6-17, 2003; November 10-21, 2003; January 19-30, 2004; April 19-30, 2004; June 14-25, 2004; and August 9-20, 2004.

Chemistry for Emergency Response (R233)

This new 2-week 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 a 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 officers 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 through intentional means.

Problem-solving sessions and interactive discussion cover topics such as salts and inorganic nonsalts, hydrocarbons, hydrocarbon derivatives, and hydrocarbon radicals. Application of chemistry to thermodynamics, volatility, and combustion provides real-world examples. 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 inspection where knowledge of the chemical behavior of hazardous materials is essential.

ACE Recommendation: This course has not been reviewed by ACE.

Course Dates: November 10-21, 2003 and June 14-25, 2004.

Hazardous Materials Incident Management (R243)



This 6-day (Sunday through Friday) program focuses on the duties and responsibilities of the emergency response personnel who will assume the Incident Commander (IC) role in hazardous materials emergencies above the initial response. Based on the current requirements of 29 CFR 1910.120 and the applicable national standards, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities.

Topics include negligence and liability, planning, Incident Command System/ Emergency Operations Center interface, training requirements, and emergency response plans. The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

This course is offered through a variety of programs. **Please note that each program has a different course code.** They are the Resident Program (R243), the Off-Campus Hazardous Materials Grant Program (O243), and through Regional Delivery (N814). These programs are described elsewhere in this catalog.

Student Selection Criteria:

- Emergency response personnel above the initial response level who may be called upon to assume the duties of the Incident Commander at hazardous materials incidents as described in 29 CFR 1910.120.

- Safety officers as described in 29 CFR 1910.120. *
- Departmental training officers.
- Emergency management personnel who would interface with emergency response personnel through an Emergency Operations Center operations 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:

- Departments must certify applicants as operations-level personnel acting at the Incident Command level as per 29 CFR 1910 (stated above). Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.
- It is suggested that applicants be familiar with NFA courses, *Initial Response to Hazardous Materials Incidents: Basic Concepts* and *Initial Response to Hazardous Materials Incidents: Concept Implementation*.

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

Student Comments: *Good background material especially the review of 1910-120 and other regulations governing haz mat...It taught me a better understanding of an ICS on a much larger scale...Clarifies how SARA III/LEPC relate to the fire department and importance of reviewing LEPC plan.*

Course Dates: October 19-24, 2003; October 26-31, 2003; February 15-20, 2004; May 30-June 4, 2004; and June 27-July 2, 2004.

Arson Curriculum

Fire/Arson Investigation (R205)

(This course is physically challenging)

This course addresses the basic skills needed to conduct fire investigations. Using the Arson Burn Laboratory located on campus, successful methods are demonstrated for conducting legal 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 behavior of fire, determining point of origin, accidental and incendiary fire cause determination, motivation of the firesetter, fire scene investigation and followup techniques, fire protection systems, vehicle fires, fatal fires, incendiary devices, legal aspects, interview techniques, evidence on, and report writing. The course is designed to meet or exceed the applicable sections of NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*.

Student Selection Criteria: The priority criteria that will be used to screen applicants for this course follows:

- Federal, State, and local Fire, Law Enforcement, Forensic Specialists, and Prosecutors whose full-time/primary responsibilities are with fire/arson investigation.
- Federal, State, and local personnel who are slated to be assigned to arson on a full-time basis, or have fire/arson investigation responsibilities as part of other duties. These individuals must submit documentation to this effect on department letterhead, signed by Chief of Department. The letter must accompany the application at the time of submittal.

Federal, State, and local government personnel who do not have official responsibility for arson investigation on a full-time basis should consider the *Fire Cause Determination for Company Officers* (N811) and/or *Initial Fire Investigation* (N216) courses offered through the Regional Delivery Program.

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.

Student Comments: *I gained a lot of information that will help in analysis of crime scenes. Helped me with ideas on where and how to get started...It gave me a much better understanding of the chemistry of fire, the legal, and practical aspects of fire investigation...It will change the way I do report writing and will make this class a must for all investigators.*

Course Dates: October 6-17, 2003; November 10-21, 2003; January 5-16, 2004; January 19-30, 2004; March 1-12, 2004; April 19-30, 2004; May 17-28, 2004; June 14-25, 2004; July 12-23, 2004; August 9-20, 2004; August 23-September 3, 2004; and September 13-24, 2004.

Management for Arson Prevention and Control (R207)

Management for Arson Prevention and Control focuses on innovative concepts and practical skills for managing a synergistic response to arson prevention and control. During the course, students are provided with an assortment of building block activities, videos, and lectures designed to provide a foundation for development of a comprehensive Arson Prevention and Control Plan (AP&CP). Activities provide specifics (such as statistics and skills) and revolve around a simulated community. As the overall AP&CP is built, students are required to present, discuss, and justify their portion of the plan. Following work on the overall document, students are required to use information from their own communities to author an AP&CP Executive Summary independently. By composing this personal document, students leave the class with an AP&CP outline that can be applied to their own communities. In addition to the AP&CP, methodology also includes activities in role-play, demonstration, discussion, writing, brainstorming, and case studies.

This course was designed using the applicable sections of NFPA 1033 and NFPA 921, *Guide to Fire and Explosion Investigation*.

Student Selection Criteria: Individuals presently assigned to fire service, law enforcement, prosecutorial, or other investigative personnel responsible for the management, supervision, or oversight of arson prevention and control. For senior investigators, or investigators with management, supervision, or oversight responsibilities, or those who have taken the NFA 2-week *Fire/Arson Investigation* course or fire/arson investigation training consisting of a minimum of 80 hours (proof of certification required).

Prerequisites: Successful completion of the USFA's *Fire/Arson Investigation* course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, and Tennessee.

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

Student Comments: *Will help in locating problem areas and prevention avenues. Will also help with determining cases to be followed up...It gave me a clearer understanding of how to assemble and successfully implement a multi-agency task force...A great way for laying material out to promote new concepts, ideas, and programs.*

Course Dates: December 8-19, 2003; February 2-13, 2004; June 14-25, 2004; and August 23-September 3, 2004.

Interviewing-Interrogation Techniques and Courtroom Testimony (R208)

This 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.

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

Prerequisites: Successful completion of the USFA's *Fire/Arson Investigation* course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, and Tennessee.

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

Student Comments: *Prepare investigations more completely with critical eye for what the prosecution needs...Better prepared me for CFI certification...This has improved my courtroom demeanor, and my ability to read body language.*

Course Dates: October 20-31, 2003; December 8-19, 2003; March 1-12, 2004; May 3-14, 2004; July 26-August 6, 2004; and September 13-24, 2004.

Fire Prevention: Management Curriculum

Code Management: A Systems Approach (R101)

The management of code development, evaluation, and enforcement processes is the focus of this stimulating course. Students participate in an extensive simulation exercise which allows them to experience firsthand the intricacies and politics involved in the legislative process. A second exercise involves amendment of an existing code.

The goals of this course are to 1) develop an awareness of the code management function as an integrated system; and 2) enhance managerial skills in the areas of system analysis, knowledge of codes, code development and adoption, code management, and evaluation of code functions.

Student Selection Criteria:

- Individuals responsible for code administration in their communities, e.g., chief officers, fire marshals, building officials (must have a minimum of 3 years of experience in fire prevention).
- Fire officers or allied professionals with responsibility for supervision and implementation of code enforcement and inspection programs at the department or company level.

On a space-available basis:

- Newly appointed fire marshals and individuals with keen interests in managing and leading fire/building code units with less than 3 years' experience (as required above).
- Fire prevention supervisors (civilian and uniformed) and representatives of model code groups.
- Personnel who accept code inspection and enforcement responsibilities.

Prerequisites: At least 3 years of experience in either the management or the enforcement of the code function in a public agency, or completion of *Principles of Fire Protection: Structures and Systems* (R222) or the former *Fire Prevention Specialist II*.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, 3 semester hours in Administrative Law, Decisionmaking, Legal Environment of Management as Business, Management, Policy Development, or Policy Formation.

Student Comments: *It will help me understand how to amend codes and the whole political process...Networking, goal setting, evaluating, and win, win, negotiating...It allowed me to work with the IBC code.*

Course Dates: April 19-30, 2004; and August 23-September 3, 2004.

Management of Fire Prevention Programs (R225)

This 2-week course uses proven management concepts as a basis for the efficient operation of a fire prevention organization. The course focuses on planning, promoting, and executing fire prevention functions. Topics include needs assessment, planning, legal responsibilities, management techniques, negotiation, evaluation, and case study.

The course content and delivery methods are suitable for senior representatives of fire prevention bureaus/units of all sizes and organizational complexities. *Management of Fire Prevention Programs* is structured to give fire prevention managers the requisite knowledge and skills, given a finite amount of resources, to plan effectively, promote, and execute fire prevention functions within their respective communities.

Student Selection Criteria:

- Chiefs of department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Department fire marshals or commanders of fire prevention organizations who report directly to the department chief.
- Fire officers who manage their department's overall prevention function but may not meet the other criteria, or individuals who expect to be promoted to such a management position within their department. (A letter stating such must accompany the application and be endorsed by the chief of department.)
- Allied safety professionals, building officials, and senior-level private sector fire prevention managers.
- On a space-available basis: Fire officers who direct company level code inspection and enforcement programs.

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

Student Comments: *This course will help me in my job as an excellent manager and leader...The course will help me to organize and prioritize the missions of my fire prevention division...It has offered me the opportunity to learn what others are doing across the country, and has provided a great networking tool.*

Course Dates: January 19-30, 2004; May 3-14, 2004; and July 26-August 6, 2004.

Leading Community Risk Reduction (R280)



This course is a brand-new offering for FY03, and likewise a new element (required course) within the Executive Fire Officer Program (EFOP). At the time of catalog formation, this curriculum is still under development.

This 2-week curriculum provides senior fire executives with strategic perspectives on comprehensive risk management with an emphasis on fire prevention. It will provide participants with information in the following areas: All-Hazards Management, Building Coalitions, Understanding One's Changing Community, Application of Data Analysis, Leading Change in the Legal Environment, Societal Trends, Affecting Strategic Change Through Models and Management, and Evaluating Success: What Is It and What Does It Look Like?

Course participants will be required to formulate a comprehensive risk-reduction plan using a simulated environment for risk to be assessed and mitigated.

Student Selection Criteria:

- Those individuals enrolled in the EFOP.
- Chiefs of Department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Senior fire officials responsible for Fire Prevention and/or Code Enforcement, Public Education, Injury Prevention, or Risk Reduction.
- Senior officials and allied professionals responsible for community risk preparedness and mitigation efforts.

ACE Recommendation: ACE has not reviewed this course.

Course Dates: October 20-31, 2003; November 10-21, 2003; December 8-19, 2003; January 5-16, 2004; March 15-26, 2004; April 19-30, 2004; June 14-25, 2004; July 12-23, 2004; and September 13-24, 2004.

Strategic Analysis of Community Risk Reduction (R309)



This powerful 2-week course provides senior fire executives with vital information necessary to implement community-wide risk reduction activities. Presented are contemporary approaches that emergency services organizations can use successfully to compete for dwindling resources, mechanisms to gather and analyze critical life safety data, proven actions to target community injury reduction, and how to build coalitions to better accomplish the changing mission of the fire and safety services.

The course reflects current trends and practices suitable for immediate use by course participants. It features group activities, evening research, role-playing, and in-depth review of highly successful risk intervention strategies. *Strategic Analysis of Community Risk Reduction* examines attitudes and values of senior fire agency executives and their relationship to creative, innovative, and effective fire and injury prevention activities. The course stresses the importance of building coalitions, alliances, and partnerships to accomplish far more than often can be done by a fire department on its own. It provides insights into how to develop important working relationships with other community groups not traditionally viewed in the past as partners. Participants use case study and research methodology in their educational process.

NOTE: Precourse reading assignments are required. There will be evening sessions.

Student Selection Criteria: This course is designed for chiefs of departments, heads of major bureaus (e.g., prevention, suppression, training, administration, etc.), State Fire Marshals, and State Directors of Fire Service Training agencies. A limited secondary audience includes senior officials of related groups

involved in community safety, including organizational leaders in health care, law enforcement, and injury prevention advocacy bodies. Another target group includes those who are currently working with or who desire to assist local fire, rescue, and emergency medical services departments in establishing or significantly upgrading community risk reduction/injury prevention efforts.

In addition, on a space-available basis, fire officers and other personnel engaged in community risk reduction will be considered.

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

Student Comments: *Provides some methods of engaging the outside world in solving fire/injury problems of the community...Has encouraged me to "think outside the box", and reinforced/clarified the primary importance of community risk reduction over and above response... Course provided excellent information on fire data analysis and how to develop/implement risk reduction programs.*

Course Dates: December 8-19, 2003; February 2-13, 2004; May 17-28, 2004; and August 9-20, 2004.

Fire Prevention: **Technical Curriculum**

Plans Review for Inspectors (R102)

(This course is physically challenging)



This 2-week course will assist the student in verifying that construction documents comply with the applicable fire codes and fire protection requirements of both building and mechanical codes.

Subjects addressed in the course include review of site plans for emergency apparatus access, water supply, and hydrants for fire protection, review of architectural drawings for construction requirements, means of egress for life safety, and

fire-resistive compartmentalization, evaluation of HVAC and smoke control/exhaust systems, evaluation of exit illumination and emergency power supplies, and review and evaluation of fire protection systems focusing on alarm/detection and automatic sprinkler systems.

Student Selection Criteria:

- Individuals who are, or expect to be, responsible for verifying code compliance of construction documents from a fire protection standpoint.
- Individuals recently appointed to manage or administer a plans review function.

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:

- Working knowledge of local building, mechanical and fire codes.
- Ability to read blueprints and specifications.
- Fire official--completion of *Fire Inspection Principles* and *Principles of Fire Protection: Structures and Systems* (formerly *Fire Prevention Specialist II*) or their equivalent.
- Building official--certified construction official.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Technology, Fire Engineering; Fire Administration, Human Environmental Science, Architecture, Building, or Interior Design.

Student Comments: *This class greatly increased my knowledge of the UBC...As a building official it will greatly increase my appreciation of the fire department, especially my fire inspector...It will allow me to recognize*

plan deficiencies and how to research applicable code and research standards.

Course Dates: October 19-24, 2003; January 5-16, 2004; March 1-12, 2004; April 19-30, 2004; June 14-25, 2004; and August 9-20, 2004.

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 employing sophisticated computer modeling techniques. Students will be introduced to concepts and technologies that shift 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 the 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, designers/architects, and owners.

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:

- Working knowledge and understanding of prescriptive codes; and fundamental understanding of fire behavior.
- Students in the fire service should not have less than 3 years' experience in either a code enforcement or fire safety inspection function, or completion of the Academy's *Plans Review for Inspectors* (R102) and 18 months of code enforcement or fire safety inspection function or equivalent.
- Allied professionals should possess an engineering, architecture or building design, or risk management undergraduate degree from an accredited college or university.

ACE Recommendation: ACE has not reviewed this course.

Course Dates: February 15-20, 2004; May 30-June 4, 2004; and June 27-July 2, 2004.

Fire Inspection Principles (R220)

(This course is physically challenging)

This 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 whose primary duties are those of a full-time code enforcement inspector with less than 18 months of experience.

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

ACE Recommendation: In the lower division baccalaureate/associate degree category or the vocational certificate category, 3 semester hours in Fire Science, Industrial Safety, or Insurance.

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.*

Student Comments: *Code searching is now made easier...Better understanding of reading plans and what to look for in inspections... Knowing NFPA and BOCA better.*

Course Dates: October 6-17, 2003; December 8-19, 2003; February 2-13, 2004; March 29-April 9, 2004; May 17-28, 2004; July 26-August 6, 2004; and September 13-24, 2004.

Principles of Fire Protection: Structures and Systems (R222)



(This course is physically challenging)

This 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. Activities in this course are designed to allow completion by students using the codes being enforced in their jurisdiction. 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 a self-study interactive computer CD-ROM that will be mailed to students who are accepted into the course. Students shall be prepared to complete an examination on the first day of class related to the materials covered in the CD-ROM self-study course.

Student Selection Criteria:

- Individuals with primary responsibilities as code enforcement officials or as a fire and life safety inspectors with at least 18 months of full-time enforcement or fire safety inspection experience.
- Individuals presently assigned to a management position in either a code enforcement or fire safety inspection function.
- Individuals in a suppression company who are presently assigned to a lead or supervisory role for fire inspection operations with at least 2 years of experience.
- Individuals preparing for added responsibilities within a code enforcement or fire safety inspection function or organization.

Prerequisites: Three or more years of experience in either a code enforcement or fire safety inspection function; or completion of the Academy's *Fire Inspection Principles* course and 18 months of experience in a code enforcement or fire safety inspection function or equivalent.

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

NOTE: *Fire Inspection Principles* (R220) and *Principles of Fire Protection: Structures and Systems* (R222) can be taken consecutively only if a person has at least 18 months of code enforcement or fire safety inspection field experience. Otherwise, at least 1 year of field experience is required after taking *Fire Inspection Principles* before admission to *Principles of Fire Protection: Structures and Systems*.

Student Comments: *I will be more efficient in reviewing and testing different fire protection systems...It will help me be confident in alarm and sprinkler acceptance testing...A deeper understanding of NFPA-92 and hands-on lab work along with PowerPoint project all gave me tools I can use.*

Course Dates: November 10-21, 2003; January 19-30, 2004; March 15-26, 2004; May 3-14, 2004; July 12-23, 2004; and August 23-September 3, 2004.

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. The course is now **6 full days** and is designed for public educators who have less than 2 years of public education work, and whose primary 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 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.

Part-time public educators and volunteers who might not be able to attend a 2-week course are encouraged to apply.

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.
- Students will be admitted without previous public education experience, or up to a maximum of 2 years of public 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.

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

Student Comments: *Broadened my skills as a presenter and helped me target/teach a specific audience...This course provided a wealth of knowledge and networking capabilities that I didn't know existed. It has allowed me to evaluate my existing program and realize how much work I have ahead of me to make public education a number one priority in my department...Course has taught me to focus on the "real" problems (shown through statistics) and to develop programs that directly address the issues.*

Course Dates: February 15-20, 2004; May 30-June 4, 2004; and June 27-July 2, 2004.

Discovering the Road to High-Risk Audiences (R119)



This new 2-week course was designed and developed in partnership between the United States Fire Administration (USFA) and the National Fire Protection Association's Center for High-Risk Outreach. The course takes an in-depth focus on each of the major community audiences that are most at-risk from fire according to the USFA's National Fire Data Center. Topics include the impact of social and

economic diversity on the fire problem; fire and life safety for people challenged with disabilities; the aging process and fire risk; and the effect of fire on very young children.

The class is taught from a community-based "down-home" perspective. Each high-risk audience is analyzed for what makes the audience vulnerable, solutions are discussed for reaching each group, and program planning needs address several issues at local levels. Some of the most powerful and emotional messages are delivered through videos and interactive class learning activities. Both inner-city and rural audiences and settings are woven through the course.

The course uses a variety of evaluation methods, including small group learning, as well as exercises and case studies at the end of each section. There is a precourse assignment and evening class assignments.

Student Selection Criteria: Personnel who have responsibility for public fire and life safety education in their departments, and who have at least 1 year of safety education experience.

Prerequisites: One prerequisite course in safety education sponsored by the NFA, State, or local fire organizations. NFA's *Community Education Leadership, Developing Fire and Life Safety Strategies*, and *Presenting Effective Public Education Programs* are excellent courses. The prerequisite course must be noted on the application form in Block #10.

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

Student Comments: *Better understanding of target groups, their problems and how to overcome barriers...It teaches you how to look for the root of the problem. This enables you to look for the right solution to the problem...It will help me better prepare myself for working with people with disabilities.*

Course Dates: February 2-13, 2004; May 3-14, 2004; and August 9-20, 2004.

Community Education Leadership (R343)



This 2-week on-campus course consists of the following four 2-day courses:

- Course 1: *Methods of Enhancing Safety Education* (MESE)
- Course 2: *Successful Community Education Planning* (SCEP)
- Course 3: *Maximizing Resources and Markets in Community Education* (MRMCE)
- Course 4: *Community Risk Issues and Prevention Interventions* (CRIPI)

Please note that courses 1, 2, and 3 above are offered in the *Community Education Leadership* (CEL) Volunteer Incentive Program (VIP). Courses 1 and 4 are offered through NFA's Direct Delivery and State Weekend Programs. Students who have taken the CEL (VIP) 6-day version of this class will not be admitted into this 2-week class. CEL is designed to provide the essential tools and skills to enhance students' organization's public education function. The course is designed for students who have coordination or total program responsibility for public education in their organization.

The content for CEL is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts, and for those in larger organizations who are seeking to learn and apply some new methods. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

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

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, or Safety Studies.

Student Comments: *It gave some tools to go back with and use. When I came here I didn't know where to start, now I have an idea...I'll do a better job in fostering and managing community education programs...It will enable me to go out of the community for resources.*

Course Dates: December 8-19, 2003; and June 14-25, 004.

Developing Fire and Life Safety Strategies (R352)



Developing Fire and Life Safety Strategies emphasizes the development process and analytical skills necessary to critique and select appropriate educational materials. Examining the latest strategies for developing and promoting fire and life safety education programs in local communities is the focus of this course. In order to accomplish this, students will be provided with a simulated community. For each critical skill, the simulated community will be used to demonstrate what components are necessary and how to apply these to develop an appropriate fire or life safety education program. Students will be expected to bring information from their own communities to work with in class. Following work with the simulated community, students are expected to apply educational principles to their own communities.

By completing individual activities using their own community data throughout the course, students will have a program plan designed for target high-risk groups in their own community. The program plan will include identified problems, target groups, programmatic solutions, and evaluation techniques. Each step will require written individual output, which will provide information useful in evaluating performance.

In addition to individual activities, the methodology will include 1) extensive role-play activities emphasizing the need for community involvement, 2) lectures and discussions, 3) small and large group work designed to enable students to share experiences and develop contacts, 4) analysis of scenarios or case studies, and 5) analysis of actual public education programs (products).

Student Selection Criteria: Personnel with at least 2 years of experience in fire/life safety

education, burn prevention education, or community safety.

Prerequisites: Completion of one public education or instructional methods course, such as *Presenting Effective Public Education Programs* or *Community Education Leadership*, a local or State course such as *Instructor I* or *Public Education I*, or another similar course. This prerequisite course must be reflected on the student's application form.

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

Student Comments: *To develop funding programs for fire safety...To help improve forming coalitions...It will help me identify problems in the community and create or develop a plan to reduce injury.*

Course Date: March 15-26, 2004.

Training Programs Curriculum

Fire Service Course Design (R114)

Fire Service Course Design teaches fire/rescue personnel and allied professionals how to design courses to be used by other instructors. Students identify a training need within their organization as a precourse assignment. During the class, they apply course principles to create the design of a training program meeting this or the identified (from the precourse assignment) training need for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a 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. To complete this course successfully, the final design of the student's training package must be submitted for evaluation within 6 months following attendance at the Academy. 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" in the beginning of this catalog for an explanation of the consequences.

The course also exposes students to state-of-the-art technologies, including tours of on-campus NFA labs.

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

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology*, 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 graduate or upper division baccalaureate degree category, 3 semester hours in Education, Public Safety Programs, or Fire Science.

Student Comments: *As a training instructor I now have the ability to develop new courses or better evaluate existing courses...By giving an organized structured approach to designing effective courses. It's a pattern that can be followed not only for the class assignment, but for all courses...To help me lay out the training needs of our department.*

Course Dates: October 6-17, 2003; January 19-30, 2004; July 12-23, 2004 and July 26-August 6, 2004.

Training Program Management (R342)

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

Training Program Management 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 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 training technology are featured. With a hands-on approach, students explore numerous training technologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, and library research and reports.

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

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology* or current *Fire Service Course Design*, 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, 3 semester hours in Education, Public Administration, Fire Service Management, Human Resource Management, Vocational/Technical Education, or Education Administration.

Student Comments: *I came looking for information on budgeting, analyzing, and marketing. This course met my expectations and with practice will help me become a more effective training officer...Models presented will help me develop training programs needs assessments, etc...It will improve my management skills.*

Course Dates: October 20-31, 2003; March 29-April 9, 2004; and August 23-September 3, 2004.

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.

Since 1980, the National Fire Academy (NFA) has offered 2-week courses year round on its Emmitsburg, Maryland, 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 course, offered during a "VIP Week" four times per fiscal year also have recommended college accreditation through the American Council on Education (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 National Fire Academy, 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.*

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 from/to airports in Washington, D.C., are provided by the National Fire Academy. 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 8:00 a.m. Classes begin at 9:00 a.m. following orientation and continue through the following Friday at 4:00 p.m. Accepted students must travel to the NFA on the day before class begins (Saturday). **Transportation arrangements should not be made until you receive an acceptance packet from the National Emergency Training Center Office of Admissions.**

VIP APPLICATION PROCESS:

Complete FEMA Form 75-5 (July 2000 or later version). FEMA Form 75-5 is available in the back of this catalog or may be downloaded from our Web site at www.usfa.fema.gov/dhtml/fire-service/nfa.cfm.

SPECIAL NOTE: Please pay special attention to Block 16 of FEMA Form 75-5. 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 the local chief, but no longer require the signature of the State Fire Training Director. All completed applications should be mailed or faxed to:

NETC Office of Admissions
Bldg. I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727
FAX: (301) 447-1441

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

First semester--Includes classes scheduled from October 1, 2003, to March 31, 2004. Applications for this semester must be postmarked between May 1 and June 30, 2003.

Second Semester--Includes classes scheduled from April 1, 2004, to September 30, 2004. Applications for this semester must be postmarked between November 1 and December 31, 2003.

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.

Fire Service Planning Concepts for the Twenty-first Century (R802)



Fire Service Planning Concepts for the Twenty-First Century is offered in both a field and resident delivery. Community fire defense master planning that targets fire protection needs in terms of fire service readiness issues and homeland security strategic goals and objectives provide a focus for this course. As the fire service's planning function becomes more critical, and comprehensive community planning issues emerge, the knowledge and skills developed in this course will become critical success factors for the fire service leader. Fire officers attending this course have a unique opportunity to have a local official or community planner attend the training with them. To exercise this option both applications must be attached to a cover letter when the original applications are sent to NFA's Admissions Office.

Student Selection Criteria: Fire chiefs, administrators, and local officials responsible for planning fire protection and readiness for the community.

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

Student Comments: *Make more effective presentations...Has taught me importance of planning, as well as educating, informing, and keeping communication a priority in my city organization. Has also helped me with vision and priorities...Gave me a new understanding of the planning process. New ways to use data--pitfalls of presentations and how to avoid.*

Course Dates:
November 30-December 5, 2003; and
June 6-11, 2004.

Leadership and Administration (R810)

This is an intensive 6-day course that provides the appropriate skills for the volunteer emergency services officer to enhance community fire and rescue services through effective leadership and administration. Course units include planning, marketing, human resource development, recruitment of members, retention of members, leadership, financial management, change management, and legal issues.

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.

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

Student Comments: *Leadership skills, able to break down problems to their simplest form and solve them...Will help in setting goals and administrating new programs...Will help with the planning time and encourage teamwork.*

Course Dates:
November 30-December 5, 2003;
February 22-27, 2004; June 6-11, 2004; and
September 26-October 1, 2004.

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 and probable 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: Company officers, command/chief officers whose departments do not have a formalized fire investigation unit or responsibility.

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

Student Comments: *I gained first-hand knowledge from experienced, knowledgeable professionals, who are the best in their field...By recognizing accidental versus incendiary causes. The ability to know what is evidence and protect it...It will aid with training my volunteers on protecting the scene and when to call for help.*

Course Dates:
November 30-December 5, 2003;
February 22-27, 2004; June 6-11, 2004; and
September 26-October 1, 2004.

Challenges for Local Training Officers (R815)

Challenges for Local Training Officers is a 6-day course 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 including class activities, homework, two examinations and a small individual project.

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

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

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.

Student Comments: *It will help me design and develop a training program in my department...To help me motivate people and present new ideas...I am better equipped to handle the weaknesses in our current training program. The manual and visual aids I obtained will help increase my credibility.*

Course Dates: February 22-27, 2004; and September 26-October 1, 2004.

Community Education Leadership (R816)



This 6-day course consists of the following three 2-day courses:

- Course 1: *Methods of Enhancing Safety Education (MESE)*
- Course 2: *Successful Community Education Planning (SCEP)*
- Course 3: *Maximizing Resources and Markets in Community Education (MRMCE)*

Community Education Leadership (VIP course) is designed to provide students from small organizations the essential tools and skills to enhance their organization's public education function. This course is designed for students who coordinate community education in their organization and do this on a volunteer basis.

The content is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

NOTE: Students who have taken the 2-week *Community Education Leadership* course will not be allowed to enroll in the *Community Education Leadership* VIP course. Students who have taken one or more of the 2-day

***Community Education Leadership* courses in another delivery system will be placed on a lower admission priority.**

Student Selection Criteria: Coordinators of public education function. Personnel in small departments, State or local fire organization personnel who serve on prevention committees, and volunteers who do public education work are ideal candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, or Safety Studies.

Student Comments: *This course is full of information that will help in my district's public education program. It was a fabulous class and I would highly recommend it...Plan more effectively--better understand building coalitions...Will help me jump start a public education program that is stagnant.*

Course Dates: November 30-December 5, 2003; and June 6-11, 2004.

Advanced Safety Operations and Management (ASOM) (R822)

This 6-day course focuses on applying the risk management model to health and safety aspects of emergency services operations, including program management, day-to-day operations, and incident safety. Content areas include firefighter and emergency services fatality and injury problem; the risk management process; safety responsibilities of department members; regulations, standards, and policies affecting emergency services safety; and appropriate documentation and recordkeeping pertaining to firefighter and emergency services health and safety.

Student Selection Criteria: Company-level officers, chief officers, and civilian managers who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer, or who simply have an interest in firefighter and emergency services safety and health issues.

ACE Recommendation: ACE has not reviewed this course.

Course Dates:

November 30-December 5, 2003;
February 22-27, 2004; June 6-11, 2004; and
September 26-October 1, 2004.

Prevention Solutions for Small Departments and Communities (R823)

This 6-day course, ideally suited to small-town America, seeks to build a prevention base for emergency responders in communities with populations of 25,000 people or fewer. The course is designed to enable the student to identify and apply prevention strategies in his or her own community. Subjects covered include lessons from the past, risk identification, prevention tools and techniques, influencing community prevention activities, prevention plan marketing, and impact evaluation. Class activities allow the students to apply what they are learning. Students who successfully complete this course will be better prepared to begin development and implementation of their own community's prevention plan.

Student Selection Criteria: Emergency services personnel currently or previously serving in operations (suppression, EMS, etc.), as well as those who seek to learn about more effective ways of combating the fire problem, are welcomed. Personnel with little or no prevention background will benefit significantly.

For this course to be effective, students should have taken no more than one of the following 2-day courses (which are the basis for this VIP version):

- *Fire Prevention for First Responders and Small Departments;*
- *Prevention and Mitigation Advocacy for Small Departments;* and
- *Marketing Fire Prevention in Your Community.*

ACE Recommendation: This new course has not been reviewed by ACE.

Course Dates:

November 30-December 5, 2003;
February 22-27, 2004; June 6-11, 2004; and
September 26-October 1, 2004.

Management Strategies for Success (R824)

Management Strategies for Success is a 6-day course that provides the company officer with basic management skills and tools to perform effectively in the emergency services environment. This course consists of three existing 2-day courses:

- *Leadership I: Strategies for Company Success*
- *Leadership II: Strategies for Personal Success*
- *Leadership III: Strategies for Supervisory Success*

This course provides current and upcoming officers with entry-level skills and approaches for:

- identifying and assessing the needs of an officer's subordinates;
- company problem-solving approaches and techniques;
- effectively running company meetings; and
- sound decisionmaking.

Student Selection Criteria: This course is open to current company officers, as well as emergency services personnel who will attain an officer position in the near future. Fire and rescue training officers, staff, or administrative officers also may apply.

If you have completed more than one of the Leadership courses listed above, you will probably find this *Management Strategies for Success* class to be redundant.

ACE Recommendations: This course has not yet been reviewed by ACE.

Course Dates:

November 30-December 5, 2003;
February 22-27, 2004; June 6-11, 2004; and
September 26-October 1, 2004.

Presenting Effective Public Education Programs (R826)



Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. This new VIP course is 6 full days and is designed for public educators who have less than 2 years of public education work, and whose primary 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 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 will be admitted without previous public education experience, or up to a maximum of 2 years of public 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.

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

Course Dates: February 22-27, 2004; and September 26-October 1, 2004.

Command and Control of Incident Operations (R831)

In this 6-day course, volunteer fire officers are introduced to the Incident Command System (ICS) and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multi-occupancy, 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: Chief officers or company officers who have command responsibilities at emergency incidents. Additionally, officers who are upwardly mobile in their organizations may be considered. A letter from the Fire Chief will be required for these applicants.

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

Student Comments: *Expand knowledge of IMS and how to implement... Clearly increased my knowledge of the ICS... Better communications with mutual aid.*

Course Dates:

November 30-December 5, 2003;
February 22-27, 2004; June 6-11, 2004; and
September 26-October 1, 2004.

In addition to the 4 VIP weeks, this course will be offered November 16-21, 2003, and March 28-April 2, 2004,

For more information on VIP, contact the NFA VIP Program Manager at (800) 238-3358, ext. 1402 or (301) 447-1402 or refer to the USFA Web site at www.usfa.fema.gov/dhtml/fire-service/nfa-on3.cfm

Self-Study Courses

Emergency Response to Terrorism: Self-Study (ERT:SS) (Q534)

This 10-hour self-paced, paper-based course is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Students who successfully complete the exam will be eligible for a National Fire Academy Certificate of Training.

Target Audience: Fire, emergency medical, hazmat, incident command and law enforcement responders.

NOTE: There is no ACE credit recommendation for this course.

One can request a copy of ERT:SS through USFA Publications at (800) 238-3358, ext. 1189 or (301) 447-1189. It can also be ordered or downloaded from the USFA Web site at: www.usfa.fema.gov/applications/publications

Exam: The ERT:SS exam is now available online via the NETC Virtual Campus at: www.training.fema.gov

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

Fire Service Supervision: Self-Study (Q318)

This 13-hour self-study 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.

Students electing to take this course must first enroll in the NFA Independent Study Program via the NETC Virtual Campus at www.training.fema.gov and download the course materials.

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate 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.

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. The 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 your feet 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.

Students electing to take this course must first enroll in the NFA Independent Study Program via the NETC Virtual Campus at www.training.fema.gov and download the course materials.

Upon completion of this course, any student wishing to obtain a National Fire Academy certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

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.

Wildland/Urban Interface Fire Operations for the Structural Firefighter Self-Study

This 8-hour self-study course provides basic information to enable the structural firefighter to participate in safe and effective operations during a Wildland/Urban Interface incident.

This training program is a joint effort of the National Wildfire Coordinating Group and the National Fire Programs Division of the United States Fire Administration, designed to identify many of the operational activities and safety concerns for the structural firefighter in the Interface. Course content includes wildland fire behavior, safety issues, and operational taskings.

This self-study program will be available by January 1, 2004. Please monitor the USFA Web site for the announcement of an earlier release date.

Emergency Response to Terrorism: Job Aid (ERT:JA)

The Emergency Response to Terrorism: Job Aid (ERT:JA) was designed and produced through a joint partnership of FEMA, USFA, and the Department of Justice/Office of Justice Programs. The document is intended to support, not replace, the training messages of the ERT curriculum. **It is not a training manual, but a "memory jogger" for those who have completed the appropriate level of training.**

The Job Aid is divided into five primary sections that are tabbed and color coded for rapid access of information: Introduction, Operations Considerations, Incident-Specific Actions, Agency-Related Issues, and Glossary.

The ERT:JA is sized to fit into coverall or work jacket pocket, or the glove compartment or center console of response vehicles. Other user-friendly features include weather resistant, thin plastic pages; ability to turn the pages with gloved hands; ability to write on the pages with dry markers or to permanently inscribe contact information with indelible markers; and written in simple language and recognizable terms.

The Job Aid is available free of charge from the USFA Publications Center to fire departments or 5 or fewer copies. Other emergency response agencies may order one copy.

Additional copies may be purchased from the U.S. Government Printing Office (GPO). Copies from GPO are \$11.00 each, including shipping. There is a 25 percent discount when purchasing 100 or more copies shipped to a single address. Please order by title and GPO stock number 064-000-00027-6.

Phone toll free: 866-512-1800
DC Area: 202-512-1800
Fax: 202-512-2250
Internet: bookstore.gpo.gov
(Note: Quantity discount not available via the internet.)

Orders may be placed using a Visa, MasterCard, American Express, or Discover/Novus credit card, or a Superintendent of Documents Deposit Account. To order using a government purchase order, you may apply to GPO for approval using the phone and fax numbers above.

To view list of other emergency response publications published by the Federal Government and sold by GPO, go to bookstore.gpo.gov/eresponse.html.

If you have any questions on technical content, contact the USFA Counter Terrorism Training Specialist at 301-447-1533.

CD-ROM Courses

Fire Safe Building Design for Architects and Designers



This is a self-contained CD-ROM course in NFA's Fire Prevention: Technical Curriculum. It provides an overview of design principles for architects and designers that can be used to prevent and control fires in the built environment, while also providing background in life safety considerations for protecting occupants.

A highly interactive, self-paced, and self-directed package, this course is designed to serve both as a learning tool and as a job aid for new architects and architecture interns. It combines graphics, text, narration, animation, and video to engage the student and to promote implied learning objectives.

Though not targeted at a fire service audience, this course may be made available to fire service personnel, working with architects in their communities.

Due to a limited number of CD's available, only requests from architectural designers, architectural students, and fire service personnel who work with architects will be accepted at this time.

Order free of charge through the USFA Publication Center at www.usfa.fema.gov/applications/publications

NOTE: There is no certificate issued for completion of this program.

Principles of Building Construction: Combustible (PBC:C) (H104)

(12-16 hours in length)

Principles of Building Construction: Noncombustible (PBC:NC) (H103)

(12-16 hours in length)

Both of these handoff courses have been revised completely and formerly were known as *Building Construction for Fire Suppression Forces*, *Principles of Wood and Ordinary Construction* and *Principles of Noncombustible and Fire Resistive Construction*. These courses are designed to provide a basic understanding of how the construction type, alternative design, and materials influence a building's reaction to fire. These courses will provide recognition of relevant information about a building before a fire, as well as fireground "reading" of the building that will provide the ability to assess building stability, resistance to fire, and determine likely paths of fire extension. Both courses address the professional development of a broad range of fire department positions that include firefighters who meet the qualifications for Firefighter III, company-level officers, training officers or instructors, safety officers, and code enforcement personnel.

These courses address the professional competency related to building construction noted in National Fire Protection Association (NFPA) 1001 for Firefighters, NFPA 1021 for Fire Officers, and NFPA 1031 for Fire Inspectors. The CD contains a complete course package consisting of an instructor guide, student manual, examination questions, slides, and videotape in CD computer format. These courses are **not** intended to be self-study programs, but rather are designed to be delivered in a traditional classroom setting. These courses can be obtained free by contacting the United

States Fire Administration's (USFA) Publications Center at (800) 561-3356.

NOTE: Due to a limited number of CD's available, only department fire chiefs' or training officers' requests will be accepted at this time.

Technical Principles and Practices of Fire Prevention (TPFP)

(48 hours in length)

This handoff course provides an introduction to fire inspection principles and practices illustrating the complexity of today's building design and systems and their potential impact on life safety, the environment, and property protection. The course provides a broad framework for the individual who has little or no experience in conducting fire inspections. The course helps the new inspector to understand the scope of knowledge required and to identify the various steps in the inspection process.

This is the second handoff course in the series for fire inspectors. The first course, *Introduction to Fire Inspection Principles and Practices*, available from the National Technical Information Service (NTIS), laid the foundation for the inspection process. This course deals with the inspection of specific occupancies, focusing on the critical elements that must be part of a thorough, systematic inspection process for each type of occupancy.

NOTE: It is highly recommended that the first course titled *Introduction to Fire Inspection Principles and Practices* be completed before taking this course. Many of the basic principles covered in that course also will be applied to the various occupancies in this new second course. It is assumed that the student is aware of those principles.

The primary audience is firefighting company personnel who have the responsibility for conducting fire and life safety inspections, personnel who have the responsibility of training firefighters, and full-time inspection personnel with less than 6 months of experience. This course addresses the professional competency related to Fire Inspection Level I noted in NFPA Standard 1031. This course is available free in computer CD format and can be obtained by contacting the USFA Publications Center at (800) 561-3356.

The CD contains a complete course package consisting of an instructor guide, student manual, examination questions and all support material. This course is not intended to be a self study program, but rather is designed to be delivered in a traditional classroom setting.

NOTE: Due to a limited number of CD's available, only department chiefs', inspectors', or training officers' requests will be accepted at this time.

Testing and Evaluation of Water Supplies for Fire Protection (Q218)

(Self-study CD-ROM course; 6 hours in length)

This interactive CD-ROM computer-based 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; on-site storage systems; and rural areas not served by a water supply; 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. Order free of charge through the USFA Publications Center at www.usfa.fema.gov/applications/publications

Incident Command System (ICS) CD-Rom (2nd Edition)

This self-paced course introduces ICS to fire service officers and other emergency managers, who use, deploy, implement, and/or function within an incident command organization. The interactive depictions of scenarios provide the student with practical applications of the ICS concept. This self-paced course addresses some of the issues described in NFPA Standard 1561. Students do not receive a certificate for completion of this program. **Order free of charge through the USFA publications Center at www.usfa.fema.gov/applications/publications**

Incident Command and Control Simulations Series

This is a series of self-contained CD-ROM computer-based training programs in NFA's Emergency Incident Policy and Analysis curriculum. Beginning with the Tutorial CD, this series provides an overview of ICS, incident priorities, and decisionmaking criteria. The simulation CD's are designed to provide challenges to the newly appointed, inexperienced fire officer and the experienced senior officer alike.

The CD-ROM series was developed as an interactive and self-paced course, designed to serve as a learning tool and promote cue-based decisionmaking.

Components of the Series:

1. **Tutorial (2nd Edition):** It is a prerequisite that the student successfully complete this element before progressing on in the program. This CD provides the student with an overview of basic strategy and tactics, and addresses the command skills that officers need to understand and effectively use. (No certificate will be issued for this program.)
2. **Ranch House Fire (2nd Edition) (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.

3. **Townhouse Fire (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.
4. **Mansion Fire (2nd Edition) (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.
5. **Casper Hall Dorm (Q327):** The student is presented with a fire in a six-story college dormitory. This is an occupied building of ordinary construction that presents a severe rescue problem, in addition to some ventilation and confinement challenges.
6. **Strip Mall Hostage/Arson Fire (Q328):** 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.

Testing/Certification: Each CD-ROM (except the Tutorial) includes a test that the student must complete successfully in order to receive a National Fire Academy certificate.

In addition, the Fire Chief or Training Officer will develop and sign a roster which includes the student's name, rank, and Social Security number, score and title of program completed, i.e., Ranch House 87% and a completed 75-5a, application form for each student on the roster.

This information should be mailed to the NETC Admissions Office:

NETC Office of Admissions
16825 South Seton Avenue
Emmitsburg, MD 21727

Once processed, the student will receive a National Fire Academy Certificate of Training for each program successfully completed.

Wildland Tutorial Self-Study CD-Rom

Developed in partnership with USDA's Forest Service, this CD-Rom covers ICS 215 and 215A. This course is **not** part of the Incident Command and Control Simulation Series and a certificate will not be issued upon completion.

How to Obtain CD-ROM Programs: Order free of charge through the UFSA Publications Center at www.usfa.fema.gov/applications/publications. Quantities are limited to 1 per individual.

Regional Delivery Program

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

Regional Delivery courses mirror 1- and 2-week 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 Regional 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 Regional Delivery. Course descriptions can be found as indicated by the page number listed.

- *Command and Control of Incident Operations* (N831). See page 58.
- *Challenges for Local Training Officers* (N815). See page 55.

- *Command and Control of Fire Department Operations at Target Hazards* (N314). See page 37.
- *Fire Cause Determination for Company Officers* (N811). See page 55.
- *Fire Inspection Principles* (N220). See page 46.
- *Fire Service Planning Concepts for the Twenty-first Century* (N802). See page 54.
- *Hazardous Materials Incident Management* (N814). See page 40.

In addition to the above, the following course is delivered through the Regional Delivery Program:

Initial Fire Investigation (N216)

This 6-day course is designed to meet the needs of personnel, in both the public and private sectors, whose duties include determining origin, cause, and responsibility for fires and explosions based primarily on the examination of the incident scene. Upon completion, participants will be able to examine, preserve, document, interview, and report their findings and/or conclusions about a fire and/or explosion accurately and objectively.

Student Selection Criteria: Personnel whose primary duties include the determination of origin, cause, and responsibility for fires, all personnel who have less than 6 months of experience as investigators or those individuals who are targeted for promotion to the investigator level.

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

NOTE: If the student completes a course project within 6 months, an additional credit hour can be earned.

Course numbers listed in other sections of the catalog may differ from those listed here because these designate Regional Delivery. **When applying for a Regional Delivery course, please note on the application that the course being applied for is a Regional Delivery, and list the course dates, location, and the correct Regional Delivery course code.**

Information concerning application procedures, courses, dates, and locations of deliveries within the Regions is disseminated through the regional TRADE network, or can be obtained from the Regional Delivery Program Manager at (800) 238-3358, ext. 1483, or (301) 447-1483.

Off-Campus Hazardous Materials Course Delivery

The NFA offers support for off-campus deliveries of *Chemistry of Hazardous Materials* (O234), *Hazardous Materials Operating Site Practices* (O229), *Chemistry for Emergency Response* (O233), and *Hazardous Materials Incident Management* (O243) through State and local fire training systems. For full delivery support, these courses must be administered using either Superfund Amendments and Reauthorization Act (SARA) Title III or Hazardous Materials Emergency Planning (HMEP), formerly HMTA and HMTUSA, funds. Other funding may be used; however, certain restrictions may apply.

NFA provides:

- student manuals for each course (full support if SARA Title III or HMEP funding is used, one master copy if other funding is used);
- audiovisual support materials (videotapes and/or slides);
- paperwork support materials, including rosters, tests, and answer keys; and
- NFA certification for successfully completed courses.

The sponsoring agency is responsible for all other costs associated with the delivery:

- contracting two instructors from NFA's qualified list;
- obtaining the necessary books and tapes (for *Chemistry of Hazardous Materials* course only). Books that may be used include

- Robert Burke's *Hazardous Materials Chemistry for Emergency Responders*. Lewis Publishers, ISBN: 1566701740;
- Frank L. Fire's *The Common Sense Approach to Hazardous Materials*. Fire Engineering Book Dept., ISBN: 091221211X; and

- Armando S. Bevelacqua's *Hazardous Materials Chemistry*. Delmar Publishers, ISBN: 0766814343.

- site administration and support, before, during, and after delivery; and
- all return shipping costs.

In addition to these items, there are other requirements for each course.

Course descriptions for *Chemistry for Emergency Response*, *Hazardous Materials Operating Site Practices*, and *Hazardous Materials Incident Management* can be found in the Hazardous Materials Curriculum section of this catalog on page 39.

Chemistry of Hazardous Materials (O234)

This course focuses on the basic knowledge required to evaluate the potential hazards and behaviors of materials considered hazardous. It examines the reasons for the chemical behavior of hazardous materials and is designed to improve decisionmaking, safety operations, and handling.

Units of the course include the Periodic Table, placards and labels, salts, nonsalts and the hydrocarbon family, hydrocarbon derivatives, physical process of combustion, and fuel quantity. 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; and fire prevention inspection, where knowledge of the

chemical behavior of hazardous materials is essential.

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

For further information on this delivery program, please contact the Program Coordinator at: (800) 238-3358, ext. 1411, or (301) 447-1411.

For information on the SARA Title III or HMEP funding in your State, please contact your State Fire Training Director or State Emergency Response Commission.

Off-Campus Direct Delivery Program and On-Campus 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 Direct Delivery Program and the On-Campus State Weekend 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 Direct Delivery and the On-Campus State Weekend programs:

- *Arson Detection for First Responders* (ADFR)
- *Basic Life Support and Hazardous Materials Response* (BLS&HMR)
- *Command and Control of Wildland/Urban Interface Operations for the Structural Chief Officer* (CCWUIFOSCO)
- *Cooperative Leadership Issues in Wildland/Urban Interface Operations* (CLIWUIO)
- *Courtroom Preparation and Testimony for First Responders* (CPTFR)
- *Community Risk Issues and Prevention Interventions* (CRIPI)
- *Emergency Response to Terrorism: Basic Concepts* (ERT:BC)
- *Emergency Response to Terrorism: Strategic Considerations for Command Officers* (ERT:SCCO)
- *Emergency Response to Terrorism: Tactical Considerations: Company Officer* (ERT:TC:CO)
- *Emergency Response to Terrorism: Tactical Considerations: Emergency Medical Services* (ERT:TC:EMS)
- *Emergency Response to Terrorism: Tactical Considerations: Hazardous Materials* (ERT:TC:HM)
- *Executive Skills Series: Influencing* (ESS:I)
- *Executive Skills Series: Leading Diverse Communities Beyond Conflict* (ESS:LDCBC)
- *Executive Skills Series: Managing and Leading Change* (ESS:MLC)
- *Fire Prevention for High-Risk Populations: The Elderly and the Very Young* (FPHRP:EVY)
- *Fire Prevention for First Responders and Small Departments* (FPSD)
- *Health and Safety Officer* (HSO)
- *Incident Command for Highrise Operations* (ICHO)
- *Incident Command System for Emergency Medical Services* (ICS for EMS)
- *Incident Command System for Structural Collapse Incidents* (ICSSCI)
- *Incident Safety Officer* (ISO)
- *Introduction to Wildland/Urban Interface Firefighting for the Structural Company Officer* (IWUIFSCO)
- *Leadership I: Strategies for Company Success* (LS I)
- *Leadership II: Strategies for Personal Success* (LS II)
- *Leadership III: Strategies for Supervisory Success* (LS III)
- *Managing in a Changing Environment* (MCE)

- *Methods of Enhancing Safety Education (MESE)*
- *Marketing Fire Prevention in Your Community (MFPC)*
- *National Fire Incident Reporting System - Introduction to NFIRS 5.0 (NFIRS 5.0)*
- *Preventing Fire Risk Based on Social/Economic Factors: Rural and Urban Settings (PFRBSEF:RUS)*
- *Prevention and Mitigation Advocacy for Small Departments (PMSD)*
- *Shaping the Future (STF)*
- *Strategy and Tactics for Initial Company Operations (STICO)*
- *Training Operations in Small Departments (TOSD)*

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

Off-Campus Direct Delivery Program: Many volunteer and career fire service personnel cannot take time to attend 1- and 2-week resident programs, so the 2-day Direct Delivery 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 Direct Deliveries 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 Direct Delivery Program.

The Off-Campus Direct Delivery schedule is available online at:
www.usfa.fema.gov/dhtml/fire-service/nfa-off.cfm

On-Campus State Weekend Program: State Weekend Programs are 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 a State Weekend Program should contact their State Fire Training Agency for information on dates, course selection, registration, and transportation.

The On-Campus State Weekend Program schedule is available online at:
www.usfa.fema.gov/dhtml/fire-service/nfa-on4.cfm

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

Arson Detection for the First Responder (ADFR) (F201)

This 2-day course is designed specifically to provide a clear definition of the role of initial responder organizations, and to provide essential knowledge to enable them to recognize the potential of an intentionally set fire, preserve evidence, and properly report the information to appropriate officials. The course includes the following basic topics: fire behavior, critical observations of the first responder, fire cause, scene security and evidence preservation, legal considerations, and how to report findings properly to appropriate officials.

Target Audience: This training course is designed specifically for the firefighter who is inexperienced in arson detection and the preservation of evidence at the fire scene. It is not designed for the arson-experienced firefighter or investigator.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Criminology, Criminal Justice, or Law Enforcement.

Basic Life Support and Hazardous Materials Response (BLS&HMR) (F246)

This 2-day course will emphasize critical concerns for emergency medical responders at hazardous materials incidents. Elements of this course include safety issues for emergency medical service/hazardous materials response, managing contaminated victims requiring emergency medical assistance, decontamination and treatment procedures of a basic life support nature, and transportation and receiving facilities. The course will assist the student in understanding and complying with Federal regulations and national recommendations concerning emergency medical response to hazardous materials incidents.

Target Audience: Fire and emergency medical personnel who have a responsibility for managing basic life support (operations level) emergency medical care at hazardous materials incidents.

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

Command and Control of Wildland/Urban Interface 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 company officers who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

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

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 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 company officers who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

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

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 emphases 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 vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, Emergency Management, Law Enforcement and Technical Speech.

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 E's" 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 E's." 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 category or lower division baccalaureate/associate degree category, 1 semester hour in Public Administration, Fire Science, Public Health, Industrial Loss Control, or Political Science.

Emergency Response to Terrorism: Basic Concepts (ERT:BC) (F531)



This 2-day course is designed to prepare first-responder personnel to take the appropriate course of action at the scene of a potential terrorist incident. The course will provide students with a general understanding and recognition of terrorism, defensive considerations (biological, nuclear, incendiary, chemical, and explosive), as well as command and control issues associated with criminal incidents. When an incident occurs, the student will be able to recognize and implement self-protective measures, secure the scene, complete

appropriate notifications to local, State, and Federal authorities, and assist in completing a smooth transition from emergency to recovery and termination operations.

Target Audience: The primary target audience for this training includes hazardous materials, fire, and emergency medical services first responder personnel. The secondary audience includes law enforcement personnel, emergency communications personnel, jurisdiction emergency coordinators, public works managers, and public health providers.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in AAS - Fire Science, EMS Technologies, Criminal Justice, Emergency Management, or Public Health.

Emergency Response to Terrorism: Strategic Considerations for Command Officers (ERT:SCCO) (F555)

This 2-day course is designed for the senior-level officer(s) who may be responsible for command of incidents involving terrorism. This 2-day course is intended to build upon existing skills as an Incident Commander and knowledge of terrorism from professional experience or from the *Emergency Response to Terrorism: Basic Concepts* (ERT:BC) or the *Emergency Response to Terrorism: Self-Study* (ERT:SS).

The class will assist the command officer in preparing an effective response to the consequences of terrorism. For the response to be effective, plans must be in place to guide responders in managing the incident. Incident Commanders 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 Incident Commander, the class consists of 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, emergency managers, shift captains, 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.

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

Emergency Response to Terrorism: Tactical Considerations (ERT:TC) Courses

ERT:TC:Company Officer (ERT:TC:CO) (F552)

This 2-day course is designed to build upon the existing skills of the initial first-responding supervisor from the *Emergency Response to Terrorism: Basic Concepts* course or *Emergency Response to Terrorism: Self-Study* guide. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions.

Target Audience: Anyone who could serve as the first on-the-scene officer in a hazardous materials or emergency medical services incident. Must have a working knowledge of the Incident Command System (ICS). Students will not be taught ICS but will be expected to use ICS during class activities.

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

ERT:TC: Emergency Medical Services (ERT:TC:EMS) (F554)



This 2-day course is designed for the first on-the-scene responding EMS personnel with the responsibility to render patient care to victims of terrorist incidents. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, providing patient care, identifying and preserving evidence, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene emergency medical services personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies. **NOTE:** The medical protocols for rendering patient care are at the Advanced Life Support (ALS) level.

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

ERT:TC: Hazardous Materials (ERT:TC:HM) (F553)

This 2-day course is designed for the first on-the-scene responding hazardous materials technician or persons who have the responsibility of developing initial hazardous materials tactical considerations. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene hazardous materials technician-level personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies with hazardous materials responsibility.

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

Executive Skills Series: Influencing (ESS:I) (F518)

Influencing is considered a critical leadership skill, particularly at the executive level. This 2-day course will examine how leaders successfully influence others to accomplish common goals. Formally planning to influence others will be a primary discussion area within the course. Case studies of executives influencing others will be analyzed to illustrate the challenges and opportunities associated with complex situations in the public sector. This course is for senior officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" fire departments.

Selection Priority: Sponsoring organizations should require documentation of rank/function to ensure student selection criteria are maintained.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Business Administration, Fire Science Administration, or Public Administration.

Executive Skills Series: Leading Diverse Communities Beyond Conflict (ESS:LDCBC) (F516)

This 2-day program will provide senior executives in fire and emergency service organizations with information, perspectives, and tools for taking action to harmonize the diversities within their work and stakeholder communities. The course will be a springboard

for forming and launching plans of action. It will break new ground in addressing fire service culture and challenges, and position fire service leadership in a complex yet sometimes difficult society. Finally, the course will help participants mobilize support and identify resources for making a difference. The course is intended to be a "launch pad" for action projects that will be undertaken when participants return to work. Certificates of successful completion will be awarded only upon submission of completed action plan to the National Fire Academy.

Target Audience: This course is directed to senior fire executives (battalion chief or higher). This is consistent with other ESS courses and the resident Executive Fire Officer Program. The curriculum acknowledges the diversity of fire service organizations (paid, volunteer, combination) and therefore is applicable to all fire/emergency services organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Personnel or Human Resources Management, Ethics, or Philosophy.

Executive Skills Series: Managing and Leading Change (ESS:MLC) (F517)

In this 2-day course, students will be introduced to a four-step model for managing change effectively. These activities include analysis, planning, implementation, and evaluation. The same model will be used to examine the executive role of leading change. A variety of activities and simulations will apply theories to contemporary issues that executive officers experience daily. This course is for senior fire officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" departments.

Selection Priority: Sponsoring organizations should require documentation of rank/functions to ensure student selection criteria are maintained.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Management.

Fire Prevention for High-Risk Populations: The Elderly and the Very Young (FPHRP:EVY) (F275)

This new 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; and/or

- local school teachers or other community safety advocates.

ACE Recommendation: ACE has not reviewed this course.

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 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 Science.

Health and Safety Officer (HSO) (F720)

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 Incident Command System, as taught by NFA, applicable NFPA and OSHA requirements and recommendations, and responsibility for setting policy for the department on such issues.

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

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 basic Incident Command System 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 company officer/chief officer in communities that have highrise buildings.

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

Incident Command System for Emergency Medical Services (ICS for EMS) (F160)

In this course, students will be introduced to the concepts of EMS-specific incident command through lecture and guided discussion. They will use scenarios, case studies, graphics, audiovisuals and role-play to demonstrate understanding of the concepts.

Target Audience: Emergency response personnel who, as a part of their regular duties, respond to small- to medium-sized emergency medical incidents requiring scene management skills. Students' responsibilities can range from first responder to field operations chief.

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

Incident Command Systems 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.

Students attending should understand and be able to apply the Incident Command System (ICS) concept.

Target Audience: Individuals who have statutory authority/responsibility and may serve in a unified command structure at a structural collapse; fire command officers.

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

Incident Safety Officer (ISO) (F719)

This 2-day course examines the Safety Officer's role at emergency responses. A specific focus on operations within an Incident Command System (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 degree category, 1 semester hour in Occupational Health and Safety, Fire Science, or Fire Administration.

Introduction to Wildland/Urban Interface Firefighting for the Structural Company Officer (IWUIFSCO) (F610)

This 2-day course identifies operational activities and safety concerns for structural company officers assigned to a Wildland/Wildland Urban Interface incident. Topics covered include Introduction to Wildland/Wildland Urban Interface firefighting, interface environment, wildland fire behavior, command and control issues of wildland/urban interface firefighting, and tactics.

Target Audience: Company officers or chief officers who may be in command of a single resource or Strike Team at the scene of a Wildland/Wildland Urban Interface incident.

ACE Recommendation: ACE had not reviewed this course.

Leadership I: Strategies for Company Success (LS I) (F803)

This 2-day course presents the company officer 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 company officer's subordinates, methods for running meetings effectively in the fire service environment, and decisionmaking skills for the company officer.

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 Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, or Emergency Medical Services.

Leadership II: Strategies for Personal Success (LS II) (F804)

This 2-day course provides the company officer 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 company officer level, creativity in the fire service environment, and management of the multiple roles of the company officer.

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 Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, or Emergency Medical Services.

Leadership III: Strategies for Supervisory Success (LS III) (F805)

This 2-day course provides the company officer 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 Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, or Emergency Medical Services.

Managing in a Changing Environment (MCE) (F604)

This 2-day course is the second of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. Content includes and overview of significant economic, social, political, and technological influences affecting fire service operations. Students will have the opportunity to identify and relate these influences to their personal and professional situations; and to

practice strategies for managing changes resulting from those influences.

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 Science, Economics, Emergency Medical Services, Emergency Management, Sociology, Management, or Business.

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, or Fire Science.

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: ACE has not reviewed this course.

National Fire Incident Reporting System - Introduction to NFIRS 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: ACE has not reviewed this course.

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

This new 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 new 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 population at high risk for fire;
- 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; and/or
- local school teachers or other community safety advocates.

ACE Recommendation: ACE has not reviewed this course.

Prevention and Mitigation Advocacy for Small Departments (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.

Prerequisite: Although not mandatory, successful completion of the first in this series, *Fire Prevention for First Responders and Small Departments*, 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 Science.

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 Management Science.

Strategy and Tactics for Initial Company Operations (STICO) (F455) (formerly MCTO:Tactics)

STICO is designed to meet the needs of Company Officers responsible for managing the operations of one or more companies during structural firefighting operations. STICO is designed to develop the management skills needed by company officers to accomplish assigned tactics at structure fires.

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

ACE Recommendation: ACE has not reviewed this course.

Medical Services, Management, Human Resource Management, or Vocational/Technical Education.

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.
- 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* 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

Degrees at a Distance Program

Increasingly, most chief and midlevel officers in the Nation's leading fire departments are being required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an independent-study 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 work shifts normally make classroom attendance difficult.

DDP institutions emphasize faculty-student interaction through written and telephone contact. Students receive detailed guidance and feedback on the required assignments and take proctored final exams at hometown locations.

Students may take DDP courses to satisfy degree requirements, or for credit only in topics of interest.

More information on the Degrees at a Distance Program can be found at www.usfa.fema.gov/dhtml/fire-service/nfa-high.cfm

More information on Higher Education issues can be found at: www.usfa.fema.gov/dhtml/fire-service/nfa-high4.cfm

Core Curriculum

Advanced Fire Administration: An examination of organization and management techniques required in fire service 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 and Fire Defense Planning: 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: 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.

Incendiary Fire Analysis and Investigation: 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 post incident phases.

Personnel Management for the Fire Service:

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.

The Community and Fire Threat: 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

Sunnyvale, CA 94089-1299

(800) 264-7955, ext. 105

FAX: (408) 747-0764

Region Served: Arizona, California, Nevada

University of Cincinnati

College of Applied Science

2220 Victory Parkway

Cincinnati, OH 45206

(513) 556-6583

FAX: (513) 556-4856

Region Served: Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin, Florida, Georgia

University of Memphis

University College

Johnson Hall, G-1

Memphis, TN 38152

(901) 678-2754

FAX: (901) 678-4913

Region Served: Alabama, Arkansas, Kentucky, Mississippi, Tennessee, South Carolina, Louisiana

Western Oregon University

Extended Programs

Monmouth, OR 97361

(800) 451-5767 or

(503) 838-8483

FAX: (503) 838-8473

Region Served: Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming

University of Maryland

University College

Undergraduate Programs

3501 University Blvd.

Adelphi, MD 20783

(800) 283-6832 or

(301) 985-7788

FAX: (301) 985-4615

Region Served: Delaware, Maryland, New Jersey, North Carolina, District of Columbia, West Virginia, Virginia

Western Illinois University

Extended Learning

Horrabin Hall 5

Macomb, IL 61445

(309) 298-2496

FAX: (309) 298-2133

Region Served: Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Empire State College/SUNY

Center for Distance Learning

2 Union Avenue

Saratoga Springs, NY 12866

(800) 847-3000, ext. 300, or

(518) 587-2100, ext. 300

FAX: (518) 587-2660

Region 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

(800) 238-3358, ext. 1127 or

(301) 447-1127

FAX: (301) 447-1005

E-mail: ed.kaplan@fema.gov

Interested active Federal/military personnel serving overseas should contact the University of Cincinnati or Western Illinois University.

Purchase of Course Materials

Selected NFA course materials are available for purchase for locally sponsored delivery from the National Technical Information Service (NTIS).

The NTIS is the central information and distribution source for more than 8,000 video programs, films, slide sets, and other media produced by or for the United States Government.

With valuable assistance from numerous individuals and organizations nationally, NFA developed these courses for use in a broad range of presentation opportunities. These training packages will assist those with training responsibilities in both the public and private sector.

The NFA provides course completion certificates. The Academy does not sanction, approve, or certify local-level instructors or course deliveries. To receive course completion certificates, the course delivery contact or instructor should submit a completed FEMA Form 75-5A, General Admission Short Form Application, for each student to:

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

The FEMA Form 75-5A can be downloaded from the NFA Web site at:

<http://www.usfa.fema.gov/dhtml/fire-service/nfa.cfm>

The certificates will be returned to the course contact or instructor for dissemination. Therefore, please include contact person's name, address, and phone number.

Academy off-campus courses, consisting of an Instructor Guide, Student Manual, and supporting audiovisual aids, are available from the NTIS.

Available courses are listed by the year of their initial release.

- *Hazardous Materials Incident Analysis* (1984) (H410)
- *Hazardous Materials: The Pesticide Challenge* (1984) (H900)
- *Firefighter Safety and Survival: The Company Officer's Responsibility* (1988) (H126)
- *Wildland/Urban Interface Fire Protection* (1988) (H600)
- *Incident Command System* (1989) (H806)
- *Managing Company Tactical Operations: Preparation* (1991) (H375)
- *Managing Company Tactical Operations: Decisionmaking* (1991) (H450)
- *Recognizing and Identifying Hazardous Materials, 2nd Edition* (1992) (H249)
- *Initial Response to Hazardous Materials Incidents: Basic Concepts* (1992) (H809)
- *Initial Response to Hazardous Materials Incidents: Concept Implementation* (1992) (H808)
- *Infection Control for Emergency Response Personnel: The Supervisor's Role and Responsibilities* (1993) (H807)
- *Managing Company Tactical Operations: Tactics* (1993) (H451)
- *Leadership I: Strategies for Company Success* (1993) (H803)
- *Leadership II: Strategies for Personal Success* (1993) (H804)
- *Leadership III: Strategies for Supervisory Success* (1993) (H805)
- *Rescue Systems I* (1993) (H165)
- *Managing Company Tactical Operations: Simulations* (1995) (H452)
- *Shaping the Future* (1996) (H602)

- *Managing in a Changing Environment* (1996) (H604)
- *Incident Safety Officer* (1996) (H719)
- *Health and Safety Officer* (1996) (H720)
- *Basic Life Support/Hazardous Materials* (1996) (H246)
- *Incident Command System for Emergency Medical Services* (1996) (H160)
- *Arson Detection for the First Responder* (1996) (H201)
- *Introduction to Fire Inspection Principles and Practices* (Replaces *Conducting Basic Fire Prevention Inspections*) (1996) (H403)
- *Emergency Response to Terrorism: Basic Concepts* (1997) (H531)
- *Principles of Building Construction: Combustible* (1999) (H104)
- *Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer* (1999) (H610)
- *Principles of Building Construction: Noncombustible* (2000) (H103)
- *Technical Principles and Practices of Fire Prevention* (2000)

Selected video training aids from the Academy handoff packages are available separately.

How to Purchase Courses

For information on how to order courses, contact

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
(800) 553-6847
www.ntis.gov/nac

Train-the-Trainer Program

Through a cooperative working relationship with State and local fire training agencies, the Train-the-Trainer (T & T) program provides expanded opportunities for fire service personnel to participate in Academy 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 Academy courses exists within the State and local fire training systems.

Eligibility

Fire service agencies meeting the Training Resources and Data Exchange Program eligibility can participate in the Train-the-Trainer Program.

The four branches of the Military and the Air Force Reserve are also invited to participate.

For more information, please contact the Train-the-Trainer Program Manager at (800) 238-3358, ext. 1376, or (301) 447-1376.

Training Resources and Data Exchange Program (TRADE)

The Training Resources and Data Exchange (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 effectively disseminating quality-training programs. 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 which 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 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 (800) 238-3358, ext. 1483, or (301) 447-1483.

The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the National Fire Academy, has stood as the national symbol of honor to America's firefighters. 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."

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 Weekend. In partnership with the United States Fire Administration, the Foundation manages the Weekend events that celebrate the lives of these men and women. The Weekend will culminate in the 22nd Annual National Fallen Firefighters Memorial Service on October 5, 2003.

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.

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 3,500 inscribed bricks.

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 Survivor Network. This Network matches survivors with similar experiences and circumstances. This contact can be an important part of their healing. Families receive a quarterly newsletter and specialized grief resources. The Sarbanes Scholarship Program provides assistance with education and job training costs for spouses, children, and stepchildren of firefighters honored at the Memorial. Over 40 survivors received awards in 2002.

Under a Department of Justice grant, the Foundation offers regional training sessions to help fire departments handle a line-of-duty death. 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."

After the World Trade Center tragedy, the Foundation coordinated resources from across the country to provide logistic and peer support to FDNY's Counseling Services Unit. Mounting an unprecedented response effort, the Foundation helped families and coworkers through the critical early days. The Foundation is now providing long-term emotional support for the fallen firefighters' families.

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, Maryland 21727
E-mail: firehero@erols.com
Phone: (301) 447-1365

United States Fire Administration Staff Directory

NOTE: All staff can be accessed via email as follows: firstname.lastname@fema.gov

R. David Paulison, Administrator, USFA. Responsible for the oversight of the day-to-day operations of the USFA and serves as the primary advisor to the FEMA Director on overall operations and management of the USFA. The Administrator directs the USFA management team to implement the mission of the U.S. Fire Administration; to reduce life and economic losses due to fire and related emergencies through public education, training, technology, and data research initiatives in coordination with other Federal agencies and in partnership with fire protection and emergency service communities.

Charlie Dickinson, Deputy Administrator, U.S. Fire Administration. Responsible for the oversight of the U.S. Fire Administration and the National Emergency Training Center. Serves as primary advisor to the U.S. Fire Administrator on overall operations and management of USFA. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

Dr. Denis Onical, Superintendent, National Fire Academy. Responsible for leadership, management, and implementation of all NFA courses and programs. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Ronald P. Face, Jr. Director, NETC Management Operations and Support Services Division. Manages and coordinates the operation and maintenance of NETC and assists the USFA Chief Operating Officer with the coordination, oversight, and management of the resources and activities of USFA. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Alexandra Furr, Division Chief, National Fire Data Center. Manages NFDC personnel, resources, and programs which include data collection and analysis, applied research and technology, and information dissemination. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Dr. Kirby Kiefer, Deputy Superintendent, National Fire Academy. Responsible for supervision of NFA staff and for implementation of NFA programs and courses. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Cortez Lawrence, Ph.D., JD., Director, National Fire Programs. Responsible for leading the development and implementation of USFA initiatives; program development, planning, and other USFA activities through the Grants, Response, and Mitigation Branches. Serves on the USFA management team to lead the Nation's responses to its fire-related problems.

Brian A. Cowan, Director, Grants Program Office, National Fire Programs Division. Manages the development and implementation of the Assistance to Firefighters Grant Program. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

R. Wayne Powell, Chief, Mitigation Branch, National Fire Programs. Responsible for a wide array of prevention programs, products, and services including public education awareness and resources, interaction with other Federal agencies on fire protection matters, coordination with National fire service/fire safety advocacy organizations, and intra-agency mitigation matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

Hugh E. Wood, Chief, Response Branch, National Fire Programs. Responsible for overseeing branch operations and activities related to Counter-Terrorism, Arson, Mitigation, Emergency Incident Policy and Analysis, Hazardous Materials, and Emergency Medical Services programs, products, and service. Interacts with other Federal agencies and State/local partners on fire protection matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems.

Mary Bare, Admissions Assistant, NETC Management Operations and Support Services Division. Responsible for the admissions and stipend reimbursement process for the National Fire Academy.

Gerry N. Bassett, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Fire Service Training and Public Safety Education curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State and local fire organizations representing FEMA and USFA.

Jacqueline Baughman, Program Support Assistant, National Fire Academy. Responsible for coordinating the off-campus Hazardous Materials Grants Program.

Patricia K. Baughman, Accounting Technician, NETC Management Operations and Support Services Division. Receives purchase orders, contracts, travel orders, and similar documents for obligation against appropriated funds. Receives and prepares all stipends for payment and enters them in IFMIS and ECS. Handles tracer requests and prepares the document for reissue if required.

Robert Bennett, Field Training Specialist, National Fire Academy. Responsible for managing the national Training Resources and Data Exchange (TRADE) Program, and the Off-Campus Regional Delivery Program.

Louis W. Bloom, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Consequence Management Team, Response Branch.

Marko Bourne, Executive Officer. Policy advisor to the U.S. Fire Administrator. Responsible for all USFA external affairs to include media, congressional, and intergovernmental relations; liaison with the national emergency services organizations; and government agency and private sector partnerships.

Jo Ann Boyd, Program Support Assistant, National Fire Academy. Responsible for obtaining instructors for NFA Resident, Regional, Direct Delivery, and State Weekend Programs, the Student Manual Support Program, and for printing of all NFA course materials. Provides support to on- and off-campus programs.

John Brasko, Fire Program Specialist, Intelligent Risk Management Team, Response Branch, National Fire Programs. Responsible for coordinating and assisting with a wide variety of planning, implementation, and monitoring of program-related activities including Counter-Terrorism, Fire/Arson and Critical Infrastructure Protection.

Cathy Broughton, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Response Branch.

Denise A. Brown, Program Analyst, Grants Program Office, National Fire Programs Division. Assists with the development and implementation of the Assistance to Firefighters Grant Program. Project Officer for grant reconsideration requests.

Charles J. Burkell, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Executive Development curriculum, the Executive Fire Officer Program, the EFOP Applied Research Project process, and the Harvard Fellowship Program. Curriculum responsibilities include needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Kathleen Carter, Program Support Assistant, National Fire Programs. Responsible for programmatic and administrative support within the Mitigation Branch, including USFA-wide graphic packages, support to the Fire Prevention Advocacy Network and POC for email distribution within the Branch.

Laura Chevalier, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Response Branch.

Adele Chiesa, Librarian, National Fire Data Center. Manages the National Emergency Training Center's Learning Resource Center.

Dr. Burton A. Clark, EFO, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Management Science curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training, curriculum; and interactions with national, State, and local fire organizations representing FEMA and USFA.

V. Diane Close, Field Training Specialist, National Fire Academy. Program Manager for State Training and Terrorism Grants, Enfranchisement Program, the Contract Instructor In-Service Training Program, and the National Train-the-Trainer Program.

Trina L. Clever, Instructional Systems Specialist, National Fire Academy. Responsible for distance education initiatives in course development.

John L. Cochran, Fire Management Specialist, National Fire Programs. Responsible for Public Fire Defense Master Planning and associated programs, Wildfire/Urban Interface and various other fire mitigation initiatives for USFA's Community Risk Team, Mitigation Branch.

Deb Coshun, Property Management Specialist, NETC Management Operations and Support Services Division. Responsible for all property at NETC and manager of Government Owned Vehicles.

Don Dahlquist, Computer Specialist, National Fire Data Center. Updates and maintains NFIRS database.

John D'Amico, Facility Support Specialist, NETC Management Operations and Support Services Division. Plans and conducts analytical studies for developing improving and/or coordinating National Emergency Training Center (NETC) facilities management.

Elsie M. Davis, Management Analyst, Office of the Chief Operating Officer. Responsible for coordinating, researching, developing, and drafting position papers and briefings for the Chief Operating Officer pertinent to special projects, problems, and issues encountered through liaison activities or coordination involving fire service constituencies, Federal, State, and local government officials, and private industry.

Julie A. Davis, Field Training Specialist, National Fire Academy. Assists with the coordination of the Simulation Lab and Training Network Activities and the delivery of Web-based training.

Andrea Day, Staff Assistant to the U.S. Fire Administrator. Responsible for providing administrative support and coordination to the U.S. Fire Administrator and staff.

Roxane L. Deardorff, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Mitigation Branch.

Jeff T. Dyar, Training Specialist, Response Branch, National Fire Programs. Responsible for Emergency Medical Services and Health and Safety curriculum needs assessment, faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Elizabeth R. Edge, Program Specialist, Office of the Administrator, U.S. Fire Administration. In coordination with the Deputy Fire Administrator, serves as a technical advisor to the U.S. Fire Administrator coordinating the many aspects of the USFA with the Directorates and Offices within FEMA. Assists the Fire Administrator with the conceptualization, development, and evaluation of policies, plans, and operational programs.

Rebecca A. Eiker, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Community Risk Team, Mitigation Branch.

Tim Ganley, Fire Program Specialist, National Fire Data Center. Coordinates USFA conference participation, exhibits and displays; manages Hotel/Motel Master List, and the Reimbursement for Firefighting on Federal Property program.

Joseph Gerbrick, Instructional Systems Specialist, National Fire Academy. Responsible for coordinating course development and revision activities.

Kathy Gerstner, Public Fire Education Specialist, National Fire Programs. Responsible for public fire education projects; develops and coordinates National campaigns, special projects, and publications to address public fire education for USFA's Human Behavior and Professional Development Team, Mitigation Branch.

Terry P. Gladhill, Program Analyst, National Fire Academy. Responsible for NFA's financial, budgetary, personnel, and procurement practices. Manages evaluation program for NFA courses.

Joyce E. Glass, Fire Program Specialist, National Fire Academy. Responsible for client services, marketing, conference exhibit and display coordination. Manages editorial and program support contract, preparation of special reports, catalog of courses, and NFA course schedule.

Terry G. Glunt, Training Specialist, National Fire Academy. Responsible for management of the Endorsement Program, the Volunteer Incentive Program, and resident delivery technical support. Serves as the alternate State Weekend Program Manager and as a member of the USFA's EMS Team with responsibility for Incident Safety Officer and Health and Safety Officer program development.

Maury Grundy, Fire Program Specialist, National Fire Data Center. Manages USFA Web site; program manager for USFA Publications Center.

Karen Haines, Program Analyst, National Fire Data Center. Responsible for analytical processes associated with budget, procurement, personnel, and reporting for the Division.

Linda Hall, Program Support Assistant, NETC Management Operations and Support Services Division. Provides support to the USFA Budget and Accounting Functions.

Thomas J. Harrington, Program Analyst, Grants Program Office, National Fire Programs Division. Assists with the development and implementation of the Assistance to Firefighters Grant Program. Project Officer for FY2002 Grant Program.

Jim Heeschen, Statistician, National Fire Data Center. Conducts studies and analysis of aspects of the National fire problem; provides statistical and analytical support to USFA programs.

Colleen Heilig, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Planning and Information Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Susan M. Hernandez, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Intelligent Risk Team, Response Branch.

Perry Joy, Facility Management Analyst, NETC Management Operations and Support Services Division. Serves as the Buildings Manager, conducting and directing studies for developing, improving, and/or coordination of NETC building management programs and systems. Conducts facility requirements planning, evaluating present use of patterns in buildings, space, equipment, and projecting future requirement in terms of expanding or changing needs.

Teressa Kaas, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Deputy Superintendent.

Edward J. Kaplan, Education Specialist, National Fire Academy. Responsible for the NFA Higher Education Programs including Degrees at a Distance and the Fire and Emergency Services Higher Education Network.

Gayle Kelch, Statistician, National Fire Data Center. Conducts statistical studies relating to aspects of the national fire problem, provides technical, statistical and analytical support to USFA programs.

Pamela L. Kemenyas, Management Analyst, NETC Management Operations and Support Services Division. Responsible for the management and operation of various support services including program and management analysis, personnel management, facility and maintenance operations, safety and security, supply operations, property maintenance, and renovation and construction activities.

Richard Kemenyas, Audio-Visual Production Specialist, NETC Management Operations and Support Services Division. Responsible for the planning, design, and development of instructional and informational media at NETC. Primary focus in digital and computer graphic medias.

Phyllis Krietz, Fire Program Specialist, Consequence Management Operations Team, Response Branch, National Fire Programs. Responsible for coordinating and assisting with a wide variety of planning, implementation, and monitoring of program-related activities including Incident Simulation Lab and Training Network, National Interagency Fire Center, Counter-Terrorism, and Emergency Medical Services.

Ken Kuntz, Fire Studies Specialist, National Fire Programs. Responsible for the coordination of the USFA's arson intervention, response, and mitigation program and training initiatives; project officer for the Major Fire Investigations-Technical Report Series project which provides reviews of select/significant incidents to identify salient "lessons learned" to be shared with the fire service and allied groups and organizations within the Intelligent Risk Team, Response Branch.

Mary E. Leslie, Admissions Assistant, NETC Management Operations and Support Services Division. Responsible for Admissions of the Emergency Management Institute (EMI) at NETC which includes coordination of specific groups, college transcripts, budget management for student stipends.

Vincent M. Lewis, Fire Program Specialist, Mitigation Branch, National Fire Programs. Responsible for developing National Arson Prevention Campaign. Arson Team member and alternate member on NFPA's 1003 committee. Project officer for NASFM cooperative agreement.

William D. Lewis, Education Specialist, Response Branch, National Fire Programs. Responsible for Hazardous Materials Emergency Preparedness (HMEP) curriculum program management, development of Web-based hazardous materials/WMD operations training program, and curriculum planning and educational support services for selected programs in the Branch.

Tonya L. Long, Program Support Assistant, National Fire Academy. Responsible for obtaining services, supplies, and other requirements in support of course delivery. Provides administrative/programmatic support for the programs/activities within the NFA.

Lisa Makar, Secretary, National Fire Programs. Secretary to the USFA's Response Branch Chief. Duties also include management, coordination and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

Larry Maruskin, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities including residential sprinkler systems and smoke alarms, and campus fire safety initiatives.

Wanda Mathias, Supply Specialist, NETC Management Operations and Support Services Division. Responsible for the control, accountability, utilization for a variety of supply management functions, mailroom/courier activities, and the NETC copier room operation.

Bob McCarthy, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities; primary action officer for the USFA research agenda.

Emily McGlaughlin, Instructional Systems Specialist, National Fire Academy. Responsible for course development and revision.

David J. Medaris, APR, Instructional Systems Specialist, National Fire Programs. Responsible for course developments, revisions, and training products for the USFA's Community Risk Reduction Team.

Alice A. Megles, Staff Assistant, Office of the Administrator, United States Fire Administration. Office and correspondence manager for the Administrator and Deputy Administrator.

Marjean Meyer, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Mitigation Branch.

Beth Miller, Budget Analyst, NETC Management Operations and Support Services Division. Responsible for the formulation and execution of the USFA budget.

Myrna Mood, Field Training Specialist, National Fire Academy. Program Manager responsible for management and coordination of the on-campus State Weekend Program and off-campus Direct Delivery Program.

Robert Murgallis, Training Specialist, Response Branch, National Fire Programs. Responsible for the Emergency Incident and Policy Analysis curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Teresa Neal, Secretary, National Fire Data Center. Responsible for administrative support to the National Fire Data Center Division Director and staff.

Robert A. Neale, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for Fire Prevention: Technical curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

De De Nicholls, Program Support Assistant. Provides a variety of program and administrative support to the Director and staff of the NETC Management Operations and Support Services Division.

Timothy Patrick O'Dowd, Fire Program Specialist, National Fire Programs. Coordinator for the President's National Arson Prevention Initiative and the Arson Prevention Clearinghouse and is an active member of the National Church Arson Task Force. Developer and Project Officer for the Juvenile Firesetter Intervention curriculum. Manages the National campaign for Arson Awareness Week, which is held annually during the first full week of May. Administers arson prevention grants to 30 communities and the Abandoned Building Mitigation Project.

Tom Olshanski, USFA Public Information Consultant. Responsible to senior management for USFA Public Affairs, coordination of information release, speech writing; provides PIO support for NFA and EMI staff, and primary media contact for USFA. Coordinates PIO activities, and serves as primary media contact for Assistance to Firefighters Grants Program. Coordinates and works closely with FEMA Public and Congressional Affairs on numerous public affairs projects.

Tracy Orndorff, Accounting Technician, NETC Management Operations and Support Services Division. Receives travel orders and vendor micropurchases and enters into IFMIS for payment. Receives and prepares stipends for payment and enters them into IFMIS and ECS.

Brad Pabody, Fire Program Specialist, National Fire Data Center. Project Officer for NFIRS help desk and supports NFIRS 5.0 development.

Cheryl Phelan, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Consequence Management Team, Response Branch.

Frank Richardson, Ph.D., Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Fire Prevention Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Janice L. Ridenour, Hazardous Materials Grant Program (HMGP) Assistant, Response Branch, National Fire Programs. Responsible for development and support for haz mat training materials and for HMGP curriculum program activities, including the *Guidelines for Public Sector Haz Mat Training*, course assessment for the catalog of assessed haz mat courses, Future Issues Workshops, and HMGP technical assistance services.

Elizabeth A Riffle, Secretary, National Fire Programs. Responsible for administrative support to the National Fire Programs Division Director. Responsible for administrative coordination and guidance with the Response Branch and the Mitigation Branch within the Division. Also serves as point of contact with the Offices of the Administrator and the Chief Operating Officer as well as the other Divisions within USFA.

Rebecca A. Ryan, Fire Program Specialist, National Fire Programs. Responsible for public fire education projects; coordination of national campaigns, and special projects. Administers the Fire Prevention Advocacy Network for USFA's Human Behavior and Professional Development Team, Mitigation Branch.

Gordon Sachs, Training Specialist, Response Branch, National Fire Programs. Responsible for the Counterterrorism curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Kelly Snyder, Secretary. Serves as the secretary/office manager to the Director, NETC Management Operations and Support Services Division.

Beverly K. Shockey, Accounting Technician, NETC Management Operations and Support Services Division. Receives credit card purchases for obligation against appropriated funds. Enters vendor contract invoices and credit card purchases into IFMIS for disbursement.

Esther F. Slemmer, Program Support Assistant, National Fire Data Center. Responsible for providing administrative support and monitoring to the USFA Web site, Firefighter Fatalities database, and the Hotel/Motel master list.

Merril Sollenberger, Facility Technician, NETC Management Operations and Support Services Division. Coordinates special groups, visitors, and events at NETC.

Stan Stewart, Computer Specialist, National Fire Data Center. NFIRS Program Manager, primary action officer for implementation, maintenance, support, and enhancement of NFIRS 5.0.

Woody Stratton, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities.

Barry Thoma, Safety and Security Specialist, NETC Management Operations and Support Services Division. Responsible for all safety, occupational health, and security matters representing the NETC; interfaces with other FEMA and professional organizations, Federal and State government entities, and private sector.

Susan Topper, Program Analyst, NETC Management Operations and Support Services Division. Responsible for program and management analysis, personnel related issues, training, Freedom of Information Act, privacy act issues, records management, forms management, FEMA and NETC directives, Federal Regulations, and Congressional reports.

Bill Troup, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities with emphasis on firefighter health and safety, including firefighter fitness/wellness and emergency vehicle safety.

Darlyn N. Vestal, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for interpreting policies and establishing procedures for the NETC Admissions Office, and monitoring the admissions and student support functions under the facility support contract.

Mary Walter, Secretary to the Deputy Administrator, United States Fire Administration. Provides administrative and secretarial support to the USFA's Deputy Administrator.

Lori Welch, Program Support Assistant, National Fire Academy. Responsible for providing support to NFA's Grants and the administrative and programmatic support to on- and off-campus programs.

Clarence E. "Smiley" White, Jr., Supervisory Program Analyst, NETC Management Operations and Support Services Division. Coordinates admissions and student services for EMI and NFA, coordinates computer support services, analyzes student data, and develops regular and special reports.

Mark Whitney, Fire Program Specialist, National Fire Data Center. Responsible for annual firefighter fatality study; responds to data and information requests; coordinates NFIRS training needs.

Douglas R. Williams, Training Specialist, Response Branch, National Fire Programs. Responsible for the Arson Mitigation curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with National, State, and local fire organizations representing FEMA and USFA.

Mary Wingert, Program Support Assistant, National Fire Programs. Responsible for providing programmatic and administrative support to USFA's Mitigation Branch. Also responsible for the support of the Harvard Fellowship Program within the Human Behavior and Development Team, Mitigation Branch.

Cynthia S. Wivell, CPS, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Superintendent and the NFA Board of Visitors. Provides programmatic support, specifically for ACE Accreditation.

Lee Wren, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Intelligent Risk Team, Response Branch.

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P. O. Box 7874
Madison, WI 53707
(608) 266-7289
FAX: (608) 266-1690

Training Coordinator
Fire Prevention & Electrical Safety
Herschler Building 1W
122 W. 25th Street
Cheyenne, WY 82002
(307) 777-7288
FAX: (307) 777-7119

RESIDENT PROGRAMS

Audience:	R101 - CODES	R102 - PRI	R107 - FSC	R108 - EPBD	R114 - FSCD	R116 - PEPEP	R119 - DRHRA	R123 - ED	R125 - EL	R149 - EMS:MCHR	R150 - MEMS	R151 - ALIEMS	R152 - EMS:SO	R205 - FAI	R207 - MAPC	R208 - ITCT	R220 - FIP	R222 - PFPS	R225 - MFPP	R229 - HMOSP	R243 - HMIM	R247 - ALSRHMI	R280 - LCRR
Administration of organization budget			1	X						X								X					
Administrative staff function officer			1							X									X				
Advanced Life Support, EMS Function			1	X						X								X					
Architects/Engineers		X		X						X								X					
Building Official		X		X						X								X					
Chief of dept./Head of organization	X									X								X					
Chief Officer/Manager of Division, Battalion, Bureau or Administrative Operation Functions	X	X	1							X								X					
Code Enforcement Inspector	X	X	1	X						X								X					
Command Officer			1							X								X					
Community Public Safety Educator			1							X								X					
Company Level Officer			1							X								X					
Coordinator of Public Community Education Function			1							X								X					
Course Design/Development Responsibilities			1							X								X					
District Attorney's staff			1							X								X					
Emergency Management Personnel			1							X								X					
Fire Arson Investigation (Fire Investigator or law enforcement)			1							X								X					
Fire Marshal/Fire Official	X	X	1	X						X								X					
Fire or Building Code Plan Review Function		X	1	X						X								X					
Fire Origin and Cause Investigator			1							X								X					
Hazardous Materials Technician/Specialist			1							X								X					
Incident Commander			1							X								X					
Management of EMS Delivery System			1							X								X					
Management/Planning responsibility			1							X								X					
Management/Supervision of Arson Prevention & Control			1							X								X					
Manager of Fire Prevention Program		X	1	X						X								X					
Manager of Training Function/Program		X	1	X						X								X					
Manager/Administrator of Code Enforcement or Fire Safety Inspection Function		X	1	X						X								X					
Members of Fire Prevention Committees			1							X								X					
Members of NFIRS Program			1							X								X					
Project Manager			1							X								X					
Safety Officer			1							X								X					
Training Officer			1							X								X					
Volunteer Chief Officer			1							X								X					
Volunteer Community Public Safety Educator			1							X								X					
Volunteer Fire Chief			1							X								X					
Volunteer Fire Officer			1							X								X					
Volunteer Operational/Administration Officer			1							X								X					

Please refer to the complete course description located within this catalog for detailed target audiences.

Legend
 1 = The Management Science Curriculum is unique in that the target audience is based on competencies, not job position. Anyone from first-line supervisor to chief executive officer in all functional areas, in addition to those in staff assignments, can benefit from this curriculum by increasing their managerial and administrative knowledge, skill, and ability.
 2 = Many fire prevention personnel and company officers also have responsibilities for planning, teaching, and evaluating public education programs in the community. Primary target audiences contain an "X" for public education and prevention programs.

RESIDENT PROGRAMS

Audience:	R304 - CCM/MI	R306 - EAFSOEM	R308 - CCNM	R309 - SACRR	R314 - CETH	R331 - OTP	R332 - IDFSO	R333 - FSPFM	R342 - TPM	R343 - CEL	R352 - DFLSS	R499 - NFIRS	R506 - EP	R802 - FSPC21SC	R810 - L & A	R811 - FDCO	R815 - CLTO	R816 - CEL (VIP)	R817 - ERTJM	R823 - PSSDC	R824 - MSS	R826 - PEPFP (VIP)	R831 - CCIO	
Administration of organization budget	X																							
Administrative staff function officer		X																						
Advanced Life Support, EMS Function				X																				
Architects/Engineers																								
Building Official																								
Chief of dept./Head of organization	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chief Officer/Manager of Division, Battalion, Bureau or	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Administrative Operation Functions																								
Code Enforcement Inspector	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Command Officer																								
Community Public Safety Educator																								
Company Level Officer	X																							
Coordinator of Public Community Education Function																								
Course Design/Development Responsibilities																								
District Attorney's staff																								
Emergency Management Personnel		X	X																					
Fire Arson Investigation (Fire Investigator or law enforcement)		X																						
Fire Marshal/Fire Official		X																						
Fire or Building Code Plan Review Function																								
Fire Origin and Cause Investigator																								
Hazardous Materials Technician/Specialist																								
Incident Commander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Management of EMS Delivery System																								
Management/Planning responsibility																								
Management/Supervision of Arson Prevention & Control																								
Manager of Fire Prevention Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Manager/Administrator of Program																								
Manager/Administrator of Code Enforcement or Fire Safety	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Inspection Function																								
Members of Fire Prevention Committees																								
Project Manager																								
Safety Officer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Training Officer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Volunteer Chief Officer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Volunteer Community Public Safety Educator																								
Volunteer Fire Chief	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Volunteer Fire Officer																								
Volunteer Operational/Administration Officer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Please refer to the complete course description located within this catalog for detailed target audiences.

Legend

1 = The Management Science Curriculum is unique in that the target audience is based on competencies, not job position. Anyone from first-line supervisor to chief executive officer in all functional areas, in addition to those in staff assignments, can benefit from this curriculum by increasing their managerial and administrative knowledge, skill, and ability.

2 = Many fire prevention personnel and company officers also have responsibilities for planning, teaching, and evaluating public education programs in the community. Primary target audiences contain an "X" for public education and prevention programs.

NATIONAL FIRE ACADEMY

SCHEDULE OF COURSES

OCTOBER 1, 2003 to SEPTEMBER 30, 2004

The FEMA Form 75-5 General Admissions Application
can be downloaded from the NFA Web site at:
www.usfa.fema.gov/dhtml/fire-service/nfa-abt1c.cfm#75-5

National Fire Academy Application Periods:

The First Semester includes classes scheduled from October 1, 2003 through March 31, 2004.

The Application Period is: May 1 to June 30, 2003.

The Second Semester includes classes scheduled from April 1, 2004 through September 30, 2004.

The Application Period is: November 1 to December 31, 2003.

Executive Development Curriculum	FIRST SEMESTER						SECOND SEMESTER					
	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R123 Executive Development		11/10-21		1/5-16	2/2-13	3/1-12 3/15-26 3/29-4/9		5/3-14 5/17-28		7/12-23	8/9-20	9/13-24
R125 Executive Leadership	10/6-17		12/8-19				4/19-30	5/17-28		7/12-23 7/26-8/6	8/23-9/3	9/13-24
R810 Leadership and Administration (VIP)*		11/30-12/5			2/22-27			6/6-11				9/26-10/1
Management Science Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R107 Fire Service Communications	10/20-31			1/5-16		3/1-12	4/19-30		6/14-25		8/9-20	
R331 Organizational Theory in Practice		11/10-21		1/19-30		3/15-26 3/29-4/9				7/12-23		
R332 Interpersonal Dynamics in Fire Service Organizations	10/6-17		12/8-19		2/2-13	3/29-4/9		5/17-28		7/26-8/6	8/23-9/3	
R824 Management Strategies for Success (VIP)*		11/30-12/5		2/22-27					6/6-11			9/26-10/1
Emergency Medical Services Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R149 Emergency Medical Services: Management of Community Health Risks		11/10-21		1/19-30		3/1-12						
R150 Management of Emergency Medical Services	10/20-31			1/5-16								9/13-24
R151 Advanced Leadership Issues in Emergency Medical Services		11/10-21				3/29-4/9						
R152 Emergency Medical Services: Special Operations	10/20-31			1/5-16		3/15-26					8/23-9/3	
R247 Advanced Life Support Response to Hazardous Materials Incidents	10/6-17											9/13-24
R822 Advanced Safety Operations & Management (VIP)		11/30-12/5			2/22-27				6/6-11			9/26-10/1

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, leave Saturday morning.
 Additional dates: National Fallen Firefighters Memorial Service is October 4-5, 2003
 Executive Fire Officer Program Symposium is April 16-18, 2004

R120

Incident Management Curriculum	FIRST SEMESTER					SECOND SEMESTER						
	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R304 Command & Control of Fire Department Operations at Multi-Alarm Incidents	10/6-17		12/8-19		2/2-13			5/17-28		7/26-8/6	8/23-9/3	
R306 Executive Analysis of Fire Service Operations in Emergency Management	10/20-31			1/5-16		3/1-12	4/19-30		6/14-25	7/12-23	8/9-20	9/13-24
R308 Command & Control of Fire Department Operations at Natural & Man-Made Disasters				1/19-30		3/15-26		5/3-14				
R314 Fire Department Command & Control of Operations at Target Hazards*		11/9-14			2/15-20		4/4-9	5/30-6/4	6/27-7/2			
R831 Command & Control of Incident Operations (VIP)*		11/16-21 11/30-12/5			2/22-27	3/28-4/2			6/6-11			9/26-10/1
Planning & Information Management Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R333 Fire Service Financial Management	10/6-17			1/19-30				5/3-14		7/12-23		
R499 National Fire Incident Reporting Systems				1/5-16					6/14-25		8/9-20	
R506 Executive Planning					2/2-13 (2 sessions)			5/17-28 (2 sessions)		7/26-8/6 (2 sessions)		
R802 Fire Service Planning Concepts for the 21 st Century (VIP)*		11/30-12/5							6/6-11			
Hazardous Materials Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R229 Hazardous Materials Operating Site Practices	10/6-17			1/19-30			4/19-30				8/9-20	
R233 Chemistry for Emergency Response		11/10-21							6/14-25			
R243 Hazardous Materials Incident Management*	10/19-24				2/15-20			5/30-6/4	6/27-7/2			

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Arson Curriculum	FIRST SEMESTER												SECOND SEMESTER												
	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004	
R205 Fire/Arson Investigation	10/6-17	11/10-21		1/5-16 1/19-30		3/1-12 3/29-4/9		5/17-28	6/14-25	7/12-23	8/9-20 8/23-9/3	9/13-24													
R207 Management for Arson Prevention and Control			12/8-19		2/2-13				6/14-25																
R208 Interviewing-Interrogation Techniques and Courtroom Testimony	10/20-31		12/8-19			3/1-12		5/3-14		7/26-8/6		9/13-24													
R811 Fire Cause Determination for Company Officers (VIP)*		11/30-12/5			2/22-27				6/6-11			9/26-10/1													
Fire Prevention: Management Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004													
R101 Code Management: A Systems Approach						3/1-12					8/23-9/3														
R225 Management of Fire Prevention Programs				1/19-30		3/29-4/9				7/26-8/6															
R280 Leading Community Risk Reduction	10/20-31	11/10-21	12/8-19	1/5-16		3/15-26	4/19-30		6/14-25	7/12-23		9/13-24													
R309 Strategic Analysis of Community Risk Reduction			12/8-19		2/2-13			5/17-28			8/9-20														
R823 Prevention Solutions for Small Departments & Communities (VIP)*		11/30-12/5			2/22-27				6/6-11			9/26-10/1													
Fire Prevention: Technical Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004													
R102 Plans Review for Inspectors	10/20-31			1/5-16		3/1-12	4/19-30		6/14-25		8/9-20														
R108 Evaluating Performance-Based Design					2/15-20			5/30-6/4	6/27-7/2																
R220 Fire Inspection Principles	10/6-17		12/8-19		2/2-13	3/29-4/9		5/17-28		7/26-8/6		9/13-24													
R222 Principles of Fire Protection: Structures and Systems		11/10-21		1/19-30		3/15-26		5/3-14		7/12-23	8/23-9/3														

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Fire Prevention: Public Education Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R116 Presenting Effective Public Education Programs*					2/15-20			5/30-6/4	6/27-7/2			
R119 Discovering the Road To High Risk Audiences					2/2-13			5/3-14			8/9-20	
R343 Community Education Leadership			12/8-19						6/14-25			
R352 Developing Fire & Life Safety Strategies						3/15-26						
R816 Community Education Leadership (VIP)*		11/30-12/5							6/6-11			
R826 Presenting Effective Public Education Programs (VIP)*					2/22-27							9/26-10/1
Training Programs Curriculum	OCT 2003	NOV 2003	DEC 2003	JAN 2004	FEB 2004	MAR 2004	APR 2004	MAY 2004	JUN 2004	JUL 2004	AUG 2004	SEP 2004
R114 Fire Service Course Design	10/6-17			1/19-30						7/12-23 7/26-8/6		
R342 Training Program Management	10/20-31					3/29-4/9					8/23-9/3	
R815 Challenges for Local Training Officers (VIP)*					2/22-27							9/26-10/1

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FEDERAL EMERGENCY MANAGEMENT AGENCY
GENERAL ADMISSIONS APPLICATION

See Reverse for
 Privacy Act Statement

O.M.B No. 3067-0024
 Expires July 31, 2003

SECTION I - GENERAL INFORMATION

1. U.S. Citizen YES NO

If No, Place of Birth: _____

2. NAME (*Last, First, Middle Initial, Suffix*) _____

3. SOCIAL SECURITY NO. _____

4. HOME ADDRESS (*Street, avenue, road no./city or town/state and zip code*) _____

5. WORK PHONE NO. () _____

6. HOME PHONE NO. () _____

7. FAX NO. () _____

8. EMAIL ADDRESS: _____

9a. ENTER COURSE CODE AND TITLE: (If you wish to apply for more than one course, please attach a sheet of paper to this application.) _____

9b. COURSE LOCATION _____

9c. DATES REQUESTED (*Please give three choices*) _____

10. COMPLETE THE ITEM BELOW REGARDING THE PRE-REQUISITES OF THE COURSE FOR WHICH YOU ARE APPLYING

INSTITUTION _____

DEGREE/CERTIFICATE _____

DATE EARNED _____

COURSE/FIELD OF STUDY _____

11. DO YOU HAVE ANY DISABILITIES (*Including special allergies or medical disabilities*) WHICH WOULD REQUIRE SPECIAL ASSISTANCE DURING YOUR ATTENDANCE AT NETC or MWEAC? NO YES (If yes describe & indicate any special assistance required on a separate sheet)

SECTION II – EMPLOYMENT INFORMATION AND AUTHORIZATION

12a. NAME AND COMPLETE ADDRESS OF ORGANIZATION BEING REPRESENTED _____

12b. NFIRS #
(NFA STUDENTS ONLY)

13. CURRENT POSITION AND NUMBER OF YEARS IN POSITION _____

14. CHECK THE BOX(ES) BELOW THAT BEST DESCRIBE YOUR ORGANIZATION

14a. JURISDICTION

1. STATEWIDE

2. COUNTY GOVERNMENT

3. CITY/TOWN/VILLAGE

4. SPECIAL DISTRICT/TOWNSHIP

5. FEDERAL/MILITARY

6. INDUSTRY/BUSINESS

7. FOREIGN

8. FEMA

9. NDER/IMA

14b. ORGANIZATION

1. ALL CAREER

2. ALL VOLUNTEER

3. COMBINATION

15. CURRENT STATUS

1. PAID FULL TIME

2. PAID PART TIME

3. VOLUNTEER

4. DISASTER RESERVIST

16. Briefly describe your activities/responsibilities as they relate to the course for which you are applying and identify how you will use the information obtained from the course. Attach an organizational chart for the organization being represented, indicating your position. If you need more space, please attach a sheet to this application.

17. CHECK **ONE** BOX IN EACH COLUMN THAT BEST DESCRIBES YOUR PRESENT PRIMARY RESPONSIBILITY AND TYPE OF EXPERIENCE AS IT RELATES TO THE COURSE FOR WHICH YOU ARE APPLYING. ALSO ENTER THE NUMBER OF YEARS OF EXPERIENCE.

17a. PRIMARY RESPONSIBILITY

1. MANAGEMENT
2. TRAINING/EDUCATION
3. SCIENTIFIC/ENGINEERING
4. INVESTIGATION
5. FIRE PREVENTION
6. FIRE SUPPRESSION
7. PROGRAM/ACTIVITY
8. HEALTH
9. PUBLIC WORKS
10. DISASTER RESPONSE/RECOVERY
11. EMERGENCY MEDICAL SERVICES
12. HAZARD MITIGATION
13. EMERGENCY PREPAREDNESS
14. OTHER (Specify) _____

b. TYPE OF EXPERIENCE

1. INCIDENT COMMAND
2. ADMINISTRATION/STAFF SUPPORT
3. SUPERVISION
4. BUDGET/PLANNING
5. PROGRAM DEVELOPMENT/DELIVERY
6. COORDINATION/LIAISON
7. PUBLIC EDUCATION
8. CODE DEVELOPMENT
9. CODE ENFORCEMENT/INSPECTION
10. SUPPORT SERVICES
11. RESEARCH AND DEVELOPMENT
12. ARSON
13. LAW ENFORCEMENT
14. DESIGN AND PLANNING
15. OTHER (Specify) _____

17c. NUMBER OF YEARS OF EXPERIENCE _____

18. DATE OF BIRTH (Mo., Day, Yr.) _____

19. SEX

Male Female

20a. PLEASE CHECK THE RACE(S) WHICH BEST APPLIES TO YOU (Providing this information is voluntary)

1. AMERICAN INDIAN or ALASKAN NATIVE 2. ASIAN 3. BLACK or AFRICAN AMERICAN
 4. WHITE 5. NATIVE HAWAIIAN or PACIFIC ISLANDER

20b. PLEASE CHECK THE ETHNICITY WHICH BEST APPLIES TO YOU (Providing this information is voluntary)

1. HISPANIC or LATINO
 2. NOT HISPANIC or LATINO

SECTION III – ENDORSEMENT AND CERTIFICATION

- 21a. I certify that the information recorded on this application is correct. Falsification of information will result in denial of a course certificate and stipend (18 U.S.C. 1001).
- 21b. I hereby authorize the release of any and all information concerning my enrollment in this course to the chief officer in charge, or designee, of my organization. All requests for information shall be in writing from said chief officer or designee.
- 21c. Further, I understand that NETC and MWEAC are not authorized to provide medical or health insurance for students. I maintain appropriate insurance on an individual basis.
- 21d. I agree to abide by the rules, policies, and regulations of NETC and MWEAC. Failure to do so will result in denial of the student stipend, expulsion from the course, and possible barring from future NFA or EMI courses.

SIGNATURE OF APPLICANT	DATE
------------------------	------

22. APPROVAL BY THE HEAD OF THE SPONSORING ORGANIZATION:

“By signing this application, I certify that my organization does not discriminate on the basis of age, sex, race, color, religious belief, national origin, economic status, or disability in providing educational opportunities for its employees.”

22a. SIGNATURE	22b. PRINTED NAME AND TITLE
----------------	-----------------------------

23. Additional endorsements for application to the Emergency Management Institute:

23a. SIGNATURE AND DATE (State Office)	23b. SIGNATURE AND DATE (FEMA Regional Office)
--	--

24a. FOR NFA REGIONAL DELIVERY COURSES AND COURSES DELIVERED IN EMMITSBURG, MD SUBMIT APPLICATION TO: <p align="center">NATIONAL EMERGENCY TRAINING CENTER OFFICE OF ADMISSIONS, BLDG. I-216 16825 SOUTH SETON AVENUE EMMITSBURG, MD 21727</p>	24b. FOR EMI COURSES DELIVERED AT NETC OR MWEAC, SUBMIT APPLICATION THOROUGH THE APPROPRIATE STATE EMERGENCY MANAGEMENT COORDINATOR OR FEMA REGION TO NETC. 24c. FOR FIELD PROGRAM COURSES, SUBMIT APPLICATION TO APPROPRIATE SPONSOR.
--	---

25. DISPOSITION <input type="checkbox"/> ACCEPTED <input type="checkbox"/> REJECTED	SIGNATURE OF REVIEWER	DATE
--	-----------------------	------

EQUAL OPPORTUNITY STATEMENT

The National Fire Academy (NFA) and the Emergency Management Institute (EMI) are Equal Opportunity institutions. They do not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in their admissions and student-related procedures. Both schools make every effort to ensure equitable representation of minorities and women in their student bodies. Qualified minority and women candidates are encouraged to apply for all courses.

PRIVACY ACT STATEMENT

GENERAL - This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974), December 31, 1974, for individuals applying for admission to NFA or EMI.

AUTHORITY - 5 U.S.C. 301; 15 U.S.C. 2206; 44 U.S.C. 3101; 50 U.S.C. App. 2253 and 2281; E.O. 12127, 12148 and 9397; Title VI of the Civil Rights Act of 1964; and Section 504 of the Rehabilitation Act of 1973.

PURPOSES: To determine eligibility for participation in NFA and EMI courses. Information such as age, sex, and ancestral heritage are used for statistical purposes only.

USES: Information may be released to: 1) FEMA staff to analyze application and enrollment patterns for specific courses, and to respond to student inquiries; 2) a physician to provide medical assistance to students who become ill or are injured during courses; 3) Members of the Boards of Visitors for the purpose of evaluating programmatic statistics; 4) sponsoring states, local officials, or state agencies to update/evaluate statistics of NFA and EMI participants; 5) Members of Congress seeking first party information; and 6) Agency training program contractors and computer centers performing administrative functions.

EFFECTS OF NONDISCLOSURE - Personal information is provided on a volunteer basis. Failure to provide information on this form, however, may result in a delay in processing your application and/or certifying completion of the course.

Information Regarding Disclosure of Your Social Security Number Under PL-579, Section 7(b) - E.O. 9397 authorizes the collection of the SSN. The SSN is necessary because of the large number of individuals who have identical names and birthdates and whose identities can only be distinguished by the SSN. The SSN is used for record-keeping purposes, i.e., to ensure that your academic record is maintained accurately. Disclosure of the SSN is voluntary. However, if you do not provide your SSN, another number will be substituted, which will delay processing of your application or course certificate.

PAPERWORK BURDEN DISCLOSURE NOTICE

Public reporting burden for this form is estimated to average 9 minutes per response. The burden estimate includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the needed data, and completing and submitting the form. You are not required to respond to this collection of information unless a valid OMB control number is displayed in the upper right corner of this form. Send comments regarding the accuracy of the burden estimate and any suggestions for reducing the burden to: Information Collections Management, Federal Emergency Management Agency, 500 C Street, SW, Washington, DC 20472. NOTE: Do not send your completed form to this address. Please return it to the appropriate address shown in block 24.

Hazardous Materials

Training Programs

Executive Development

Public Education

Emergency Medical Services

Incident Management

Emergency Response to Terrorism

Arson

Fire Prevention

Management Science

Planning & Information Management

www.usfa.fema.gov