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SEPTEMBER 2016

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SEPTEMBER 2016

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NFA-specific Standard Operating Procedure

Number	Date
100.1	September 2016

National Fire Academy-specific Standard Operating Procedures

- I. **Purpose:** This NFA-specific standard operating procedure (SOP) outlines the organizational structure and implementation of NFA-specific guidance, policies, procedures, and instructions to enhance efficiency and consistency.
- II. **Supersession:**
 - A. Replaces NFA-specific SOP 100.1, dated July 2015.
 - B. Replaces NFA-specific SOP 100.1, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 100.1, dated November 1, 2009.
 - D. Replaces NFA Instruction 100.1, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure.)
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** NFA-specific guidance, policies, and procedures shall be developed and documented in accordance with this SOP.
- VI. **Standard Operating Procedures:**
 - A. Any employee may propose a NFA-specific guidance, policy, or procedure.
 - B. Except in the case of emergencies or other unforeseen events, proposed NFA-specific guidance, policies, or procedures shall be posted for comment for not less than 30 days before implementation.
 - C. NFA-specific SOPs shall become effective immediately upon signing by the NFA Deputy Superintendent.

- D. NFA-specific SOPs shall be indexed with the following numbering system.

100 Series: Administration
200 Series: Budget/Finance/Procurement
300 Series: Curriculum Development
400 Series: Curriculum Delivery
500 Series: Instructor Recruitment/Training/Evaluation/Retention
600 Series: Partnerships and Outreach
700 Series: Student Affairs

- E. Individual NFA-specific SOPs shall be numbered in the following sequence:
Series Number.1, Series Number .2, Series Number.3, etc.

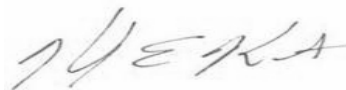
Examples: 400.1, 400.2, 400.3

- F. Forms associated with NFA -specific SOPs shall be numbered in the footer in the following manner: Series Number. SOP Number.1, Series Number. SOP Number.2, Series Number. SOP Number.3, etc.

Examples: Form 400.1.1, Form 400.1.2, Form 400.1.3

- G. Once adopted, the approved NFA-specific SOPs shall be posted in the ESW and also placed on the U.S. Fire Administration web page for student and instructor access. A master file of original NFA-specific SOPs that are signed by the Deputy Superintendent shall be maintained under the supervision of the office of the NFA Deputy Superintendent.

- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.

Federal Emergency Management Agency
United States Fire Administration
National Fire Academy

U.S. Fire
Administration



FEMA

NFA-specific Standard Operating Procedure

Number
100.2

Date
September 2016

Definitions

- I. Purpose:** This NFA-specific standard operating procedure (SOP) includes the definition of terms found in the NFA-specific guidance, policies, procedures and instructions.
- II. Supersession:**
- A. Replaces NFA-specific SOP 100.2, dated July 2015.
 - B. Replaces NFA-specific SOP 100.2, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 100.2, dated November 1, 2009 (Updated definitions.)
 - D. Replaces NFA Instruction 100.2, dated November 1, 2009 (*Instruction* changed to Standard Operating Procedure.)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:**

Academic grievance shall mean a complaint that meets all of the following conditions:

1. It must concern an academic decision, action, or judgment for which no existing National Fire Academy, United States Fire Administration or National Emergency Training Center complaint procedure is available,
2. It must not involve a grade, and,
3. It is a matter for which a remedy can be identified.

Academic misconduct shall mean cheating, plagiarism, fabrication of information and other citations, facilitating acts of academic dishonesty by others, unauthorized prior possession of examinations, submitting the work of another person or work previously used without informing the instructor and securing written approval, tampering with the academic work of other students and any other deliberate falsification, and other unethical behaviors that affect performance and outcomes in NFA-sponsored classes.

Accredit shall mean to give official authorization to or approval of; to provide with credentials; to recognize or vouch for as conforming to a standard; to recognize (an educational institution) as maintaining standards that qualify its graduates for admission to higher or more specialized institutions or for professional practice.

ACE shall mean the American Council on Education of Washington, DC.

Allied Profession shall mean professional organizations working tangentially to support fire prevention and control activities.

Approved course shall mean a course developed and/or submitted by one State Fire Training agency and peer reviewed by several other State Fire Training agencies for compliance with the approved standards, requirements and procedures. These courses are approved by NFA (with a “Y” code), and a state-sponsored certificate is issued.

Blended course shall mean courses where a portion (25-75 percent) of the traditional face-to-face instruction or activities are replaced or supplemented by web-based online learning. Examples can include group blogs or individual discussion threads that include the use of traditional face-to-face delivery methods but also use online web-based content and resources any time before, during or after the course delivery.

CEU shall mean continuing education unit. CEUs are a standard unit of measurement for continuing education and training. The U.S. Department of Education defines 1 CEU equal to 10 contact hours.

Certificate shall mean a document presented to students on behalf of the National Fire Academy that represents the student has completed an NFA-sponsored or State-sponsored course.

Certification shall mean the process by accredited agencies and/or organizations for verifying credentials and compliance with applicable fire and EMS standards.

Certified shall apply only to individuals, and shall mean that individual has met the requirements of an authorized certification agency/organization.

Classroom shall mean a traditional “brick and mortar” setting and/or a virtual web- based online (mediated) setting.

Coffee Break Training shall mean information that can be delivered in very short (5 minute) snippets that readers can absorb, digest, discuss and share. The information is formatted using a template design with weekly/regular dissemination to subscribers through the USFA ListServ.

Complete instructor application shall mean an instructor application packet that contains a cover letter listing the course(s) or curriculum(s) in which the applicant wishes to teach; a current resume or curriculum vitae,; and a separate document that aligns the applicants' experience and

qualifications with instructor criteria documents posted on the United States Fire Administration webpage.

Contact information shall mean the applicant's name, mailing address, telephone number(s), and email address(es). It does not include any other personally identifiable information.

Continuing Education Unit (CEU) shall mean the standard unit of measurement for continuing education and training. The U.S. Department of Education defines 1 CEU equivalent to 10 contact hours of training/education.

Contractor shall mean a person who is employed as or by a sole proprietor, corporation, partnership, or non-governmental organization (NGO) for the purpose of providing goods or services to the Federal Government.

Course Call shall mean a process that is used twice per fiscal year to determine which 2 or 6 day courses the state fire training systems and the Regional TRADE co-chairs wish to offer either at the NFA or within their state/region during the next fiscal year.

Course Call (Resident) shall mean a once yearly process to determine which courses the NFA Training Specialists wish to schedule during the next fiscal year.

Course Code shall mean an alpha/numeric code assigned to new courses by the NETC Admission's Office that designates the delivery method and is used to track the number of course offerings and the student enrollment/completion statistics.

Curriculum Management Committee shall mean a group that provides continued guidance and support in the planning, selection, design, development, delivery, review and evaluation of the Curriculum Management Guide and National Fire Academy courses. The members of the Curriculum Management Committee include the NFA Deputy Superintendent and Academy Section/B ranch Chiefs

Curriculum Management Guide shall mean the document that establishes guidance for the selection, design, delivery and evaluation of all National Fire Academy curricula in accordance with the United States Fire Administration vision and mission.

Eligible contract instructor shall mean an instructor who meets all course criteria and has completed/maintained all administrative requirements which makes them eligible to bid for a course(s) as a "contract" instructor for the National Fire Academy.

Employee shall mean a person who is employed by the Federal Government on a full-time or part-time basis.

End-of-course grade shall mean a letter grade that represents the sum of student assessment instrument scores accumulated during the NFA-sponsored course.

ESW shall mean the Enterprise Shared Workspace.

FEMA shall mean the Federal Emergency Management Agency.

Fire and Emergency Services Higher Education (FESHE) shall mean an NFA-coordinated group of post-secondary institutions promoting higher education and enhancing the recognition and development of fire and emergency services as a profession.

FESHE Recognition Program shall mean an NFA sponsored program that acknowledges particular higher education institutions that have met standardized core curriculum as established by the FESHE Professional Development committee.

Foreign student shall mean anyone who has a permanent residence address outside the United States, its Territories or Possessions; or who is not a citizen of the United States.

Grade appeal shall mean a written complaint submitted by the student within 15 calendar days from the completion of the course.

Grade sheet shall mean any method used to record the results of student assessment instruments during the duration and completion of a NFA-sponsored course.

Handheld or wireless technology shall mean any electronic device that is capable of two-way communication, and includes, but is not limited to, laptop computers, tablet computers, cellular telephones, smart phones, personal digital assistants, mini computers, air cards or similar devices.

IACET shall mean the International Association for Continuing Education and Training.

IFSAAC shall mean the International Fire Service Accreditation Congress.

LMS shall mean learning management system. The NFA uses

Online self-study course shall mean any web-based course conducted online where students learn independently, proceeding at their own pace without the aid of an instructor.

Instructor shall mean one or more contractors, volunteers or staff members who have been retained by the NFA to deliver courses.

Instructor applicant shall mean a person who has applied to become an eligible instructor.

Instructional systems specialist shall mean an NFA staff member with responsibilities for course design, course development and evaluation.

Local fire training system shall include, but not be limited to, city, county, fire company/department, regional, metropolitan, special district or authority training agencies or any other government entity charged or authorized to conduct fire service training.

Local host shall mean an organization or entity that has been authorized by the state fire training system to offer a course at a facility of its choosing.

NAFTD shall mean the North American Fire Training Directors.

National Fire Academy-specific Standard Operating Procedure (SOP) shall mean a guidance, policy, procedure or instruction that is applicable only to employees, students and contract staff of the Department of Homeland Security Federal Emergency Management Agency, United States Fire Administration, National Fire Academy.

NETC Instruction shall mean instruction, policies and procedures promulgated by the Director of Management, Operations and Student Services for the National Emergency Training Center.

NFA shall mean the United States Fire Administration's National Fire Academy.

NFA Instructor Tracking Database shall mean an internal system used to track: 1) new applicant instructor(s) through the administrative requirements to become an NFA instructor: favorable fingerprint suitability, record of a DUNS number from Dunn and Bradstreet and valid registration in the System for Award Management (SAM); and 2) current NFA instructors who meet the teaching criteria to become eligible to teach additional courses and/or specific roles for the NFA.

NFA Online shall mean the National Fire Academy's learning management system for delivering web-based distance learning courses that include: prerequisite training, self-study, instructor mediated and blended-learning options.

NFA Online customer advocate shall mean an NFA Online team member who is assigned to work directly with NFA Training Specialists to help facilitate the process of posting and delivering on-line course content.

NFA-sponsored course shall mean a National Fire Academy course that by virtue of need, demand, emergent issues or other consideration must be delivered using NFA eligible instructors or NFA distance education technologies. Instructors and course materials are funded by the National Fire Academy. These courses are coded with a F, N, M, R, or W, and an NFA-sponsored certificate is issued.

NFPA shall mean the National Fire Protection Association.

Non-governmental organization (also known as an "NGO") shall mean an organization that is not part of the local, state or Federal government.

Observers shall mean an NFA TS, ISS, Section/Branch Chief, or Deputy Superintendent who has been trained to perform contract instructor classroom and laboratory observations.

Online Mediated Instruction shall mean web-based courses conducted online by the NFA that are facilitated by an instructor using collaboration tools.

PARADE shall mean Prevention Advocacy, Resources and Data Exchange program, a regionally based network to foster the exchange of fire- prevention/protection information and resources among Federal, state and local levels of government.

Passing score shall mean a score of 70 percent. For all Executive Fire Officer (EFO) Program courses, a score of 80 percent is required.

Plagiarism shall mean the knowing use, without appropriate approval, of published materials, expressions, or works of another with intent to represent the material(s) as one's own. It shall include self-plagiarism by presenting one's own previous works as a new idea.

Pilot delivery shall mean a course offering where new course materials are tested and evaluated by students and the course development team.

ProBoard shall mean the National Board on Fire Service Professional Qualifications.

Professional Development Initiative shall mean an NFA coordinated program that supports the collaborative efforts of both training and higher education to foster life-long learning.

Receiving institution shall mean a university, college, trade school or other institution to which a student is requesting transfer of academic credit through the American Council on Education for NFA-sponsored courses.

Resident course shall mean a National Fire Academy course that is delivered at the National Emergency Training Center.

Rubric shall mean a guide listing a set of criteria that is used to measure performance. A rubric focuses on measuring a stated objective (performance, behavior, or quality), uses a range to rate performance, and contains specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

SCO shall mean sharable content object.

SCORM shall mean sharable content object repository manual.

Sections/Branches shall mean the organizational sections/branches within the NFA:

- Education, Training and Partnerships (ETP)
- Leadership and Fire Risk Reduction (LFRR)
- Response
- Training Administration, Planning and Analysis (TAPA)

Semester shall mean the two divisions of the National Fire Academy academic year. The semesters are October 1 -March 31 and April 1 - September 30.

State fire training system shall include, but not be limited to, state fire training officials, state fire marshals, state fire drill masters, state fire training agencies or any other government entity charged or authorized by a state to conduct fire service training.

State-sponsored course shall mean a National Fire Academy course that by virtue of need, demand, emergent issues or other consideration should be delivered to as broad an audience as possible and is given to the state fire training systems for off campus delivery. Instructors, course materials, and classroom facility/expenses are funded by the state fire training system. These courses are coded with an “O”, and a state-sponsored certificate is issued.

Student shall mean anyone enrolled in any class/classes sponsored by the National Fire Academy.

Student assessment instruments shall mean any rubric to establish passing scores or evaluate the application of course learning objectives. This may include written exams, oral exams, special projects, group activities, research projects and papers, or demonstrations.

Student learning history shall mean a transcript of all the courses and/or items a user has taken.

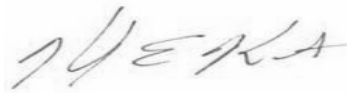
Substantive issues shall mean content errors of fact, errors of law, elements of content obsolescence or emergent matters of content affecting curriculum.

Training Resources and Data Exchange program (TRADE) shall mean a regionally based network to foster the exchange of fire-related training information and resources among Federal, state and local levels of government.

Training Specialist shall mean an NFA staff member with responsibilities for curriculum areas, courses and the development and/or delivery of same.

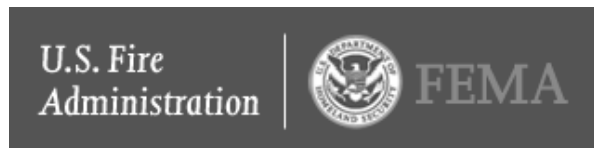
Volunteer Incentive Program (VIP) shall mean an on-campus educational opportunity designed specifically for volunteer and combination department emergency services personnel.

- V. Responsibilities:** These definitions shall be employed in NFA-specific SOPs.
- VI. Standard Operating Procedures:**
- A. Unless otherwise expressly stated with NFA -specific guidance, policies, procedures or instruction, words and terms shall have the meanings shown in this SOP.
 - B. Words defined within individual NFA -specific guidance, policies, procedures or instructions shall apply solely to that policy, procedure or instruction.
 - C. Words used in the present shall include the future; words stated in the masculine gender shall include the feminine and the neuter; the singular number includes the plural, and the plural; the singular.
 - D. Where words or terms are not defined in accordance with this SOP, such words or terms shall have ordinarily accepted meanings such as the context implies.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.



NFA-specific Standard Operating Procedure

Number	Date
100.3	September 2016

Maintenance/Update of U.S. Fire Administration (USFA) Key Contact Lists

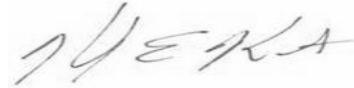
- I. **Purpose:** This NFA-specific standard operating procedure (SOP) outlines the process for development/maintenance of key contact lists stored in the Enterprise Share Workspace (ESW).
- II. **Supersession:** Not applicable. New NFA-specific SOP created September 2016.
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent.”
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** This NFA-specific SOP is applicable to all USFA/NFA staff and contract staff.
- VI. **Standard Operating Procedures:**
 - A. It is the policy of the NFA that the USFA/NFA Administrative/Logistical Support contractor shall maintain/update all key contact lists located in the ESW. USFA staff have access to the ESW at <https://intranet.fema.net/org/usfa/collab/Pages/default.aspx>
 1. Lists can be found under “List/USFA Key Contact List.”
 2. The key contact lists currently populated in the ESW are:
 - FEMA Regional Administrators,
 - Fire Safety Life Safety Association
 - Metro Fire Chiefs
 - Metro Fire Marshals
 - Military Fire-Related Contacts
 - Metro Training Officers
 - NFA Board of Visitors
 - National Fire Information Council
 - National Fire Related Organizations
 - National Volunteer Fire Council

NFA-specific SOP 100.3 – Maintenance/Update of U.S. Fire Administration (USFA)
Key Contact Lists

- PARADE Co-Chairs
 - PARADE
 - State Department of EMS
 - State Fire Commission
 - State Fire Marshals
 - State Haz Mat Contacts
 - State Fire Training Directors
 - TRADE Bankers,
 - TRADE Co-Chairs
 - TRADE organizations
- B. USFA staff are responsible for submitting updates/changes to the Key Contacts Lists by forwarding them to the FEMA-NFA-OutreachTraining@fema.dhs.gov mailbox.
1. USFA/NFA staff members must request changes to the Key Contacts to the: FEMA-NFA-OutreachTraining@fema.dhs.gov. This mailbox is monitored by the USFA/NFA Administrative/Logistical Support contractor.
 2. USFA/NFA Administrative/Logistical Support contract staff verify the requested change with the designated staff person having oversight for the specified Key Contact List. After receiving approval, the USFA/NFA Administrative/Logistical Support contract staff shall make the change/update to the appropriate list in the ESW.
- C. Changes to the Key Contact Lists in the ESW will be made by the USFA/NFA Administrative/Logistical Support contract staff on a weekly basis. USFA/NFA Administrative/Logistical Support contract staff will have sole access to make changes in the ESW. All other staff will have “read only” access and will not be able to make changes.
- D. Mailing labels
1. Staff may submit a USFA/NFA Administrative/Logistical Support contract task request to obtain the labels.
 2. An alternative to submitting a task request is to download the list(s) to an Excel spreadsheet using the “All Items View” from the Key Contact List. Use the MS Word merge document label template to create labels.

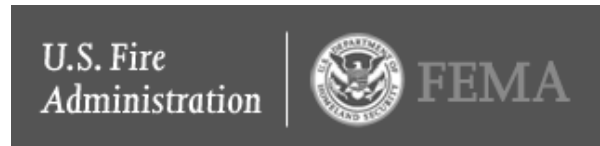
NFA-specific SOP 100.3 – Maintenance/Update of U.S. Fire Administration (USFA)
Key Contact Lists

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Nothing in this standard operating procedure shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.



NFA-specific Standard Operating Procedure

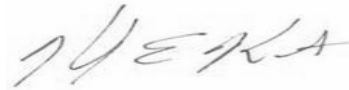
Number	Date
300.1	July 2015

National Fire Academy Curriculum Management Guide

- I. Purpose:** This NFA-specific standard operating procedure (SOP) establishes the NFA curriculum management process.
- II. Supersession:**
- A. Replaces NFA-specific SOP 300.1, dated January 2015. (Contact information and signature block updated.)
 - B. Replaces NFA SOP 300.1, dated November 1, 2011.
 - C. Replaces NFA Instruction 300.1, dated November 1, 2011. (*Instruction* changed to Standard Operating Procedure)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:**
- A. This NFA-specific SOP is applicable to employees of the NFA.
 - B. The authority of the Superintendent of the NFA to establish curriculum under 15 USC 49 § 2206 shall not be abridged by anything in this SOP or attachments.
- VI. Standard Operating Procedures:**
- A. It shall be the policy of the NFA to employ and maintain an up-to-date Curriculum Management Guide that establishes guidance for the selection, design, delivery and evaluation of all NFA curricula in accordance with the United States Fire Administration vision and mission.
 - B. The Curriculum Management Guide shall be reviewed by the Curriculum Management Committee for editorial and content currency and accuracy at least annually.

NFA-specific SOP 300.1 – National Fire Academy Curriculum Management Guide

1. Updated versions of the Curriculum Management Guide shall be provided not later than June 30 of each year.
 2. The NFA Deputy Superintendent shall be responsible for the maintenance of the Curriculum Management Guide.
 3. The Curriculum Management Guide is stored in the ESW.
- C. Changes to the Curriculum Management Guide shall be documented and tracked within the text.
- D. The Curriculum Management Guide shall be an attachment to this SOP and shall be subject to the full authority of this SOP.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Acting Superintendent
National Fire Academy

Attachment – Curriculum Management Guide

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.

National Fire Academy

FY 15-16 Curriculum Management Guide



United States Fire Administration

National Fire Academy

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Emmitsburg, Maryland 21727

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April 12, 2015

REVISION HISTORY

No.	Revision	Date
1	Added Question No. 6 to Course Development or Major Revision Proposal form.	6.22.2011
2	Added Section Chief : Education and Training Partnerships to Curriculum Management Committee	8.17.2011
3	Corrected a typographical error on page 10 (“addresses”).	10.13.2011
4.	Added “Recommended Revisions/Updates” line to Course Development or Major Revision Proposal form.	03.09.2012
5.	Added revision scale, new title and numbering requirement to Course Development or Major Revision Proposal form.	04.19.2012
6.	For major revisions, added new course name and numbering requirement to “Curriculum Revision Guidance” table.	04.19.2012
7.	Added new Question No. 5 to Course Development or Major Revision Proposal form, and renumbered subsequent questions.	10.21.2013
8.	Edited USFA Mission Statement to align with agency statement.	10.21.2013
9.	Changed name to “Approved” courses from “Endorsed” courses.	10.21.2013
10.	Added final approval sign-off by Curriculum Management Committee on CMC Approval Tracking sheet.	10.21.2013
11.	Miscellaneous editorial corrections: updated course delivery format terminology, clarified how/when Curriculum Management Committee meetings called; editorial changes to Course Development/Major Revision Proposal form.	04.12.2015
12.	Deleted: Scheduling Commitment section; Curriculum Management Committee review of needs analysis results and plan of instruction.	04.12.2015
13.	Added: Acknowledgement of staff role in Analysis portion of ADDIE model; references to ACE, IACET and CECBEMS course credit; sample Bloom’s Taxonomy of Learning Domains.	04.12.2015

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Part 1: Overview

This Curriculum Management Guide is framework that establishes guidance for the selection, design, delivery and evaluation of all National Fire Academy curricula in accordance with the United States Fire Administration vision and mission. It is intended to be flexible and responsive to emerging issues and organizational changes.

United States Fire Administration Vision

USFA is America's fire and emergency services leader.

United States Fire Administration Mission

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

National Fire Academy Mission

The National Fire Academy:

- *Promotes the professional development of the fire and the emergency response community and its allied professionals.*
- *Supports State, local, tribal and U.S. Territorial training organizations to fulfill their obligation to the fire and emergency services.*
- *Develops, delivers and manages educational and training programs having a National focus which is outside State and local State, local, tribal and U.S. Territorial training mission or exceeds State, local, tribal and U.S. Territorial capabilities because of cost or audience.*

Our efforts are designed to support the DHS, FEMA and USFA goals to help Federal, State and local, tribal, and U.S. Territorial first responder agencies prevent, mitigate, prepare for, respond to and be resilient throughout local, regional and national emergencies.

Education and Training Mission

The National Fire Academy education and training mission areas:

1. Senior officer programs where the level of audience exceeds that which is targeted by State programs.
2. New, emergency issues programs sponsoring national change where the issues are not yet targeted by State programs.
3. Specialized technical and educational programs where the size of the audience or delivery costs associated with the course renders such training impractical at the state level.

Curriculum Philosophy

Quality curricular control requires:

1. a rigorous written curriculum, in clear and consistent form, for application by classroom instructors or related instructional methods,
2. a rigorous taught curriculum that is shaped by and interactive with the written one, and,
3. a rigorous, assessed curriculum that is linked to both the taught and written curricula, and that includes the tasks, concepts, and skills for adult learning. Technology, used for instruction, assessment, management and the support of teaching and learning, is also an integral component and should enhance but never interfere with the educational mission.

Curriculum Development Guiding Principles

Our curriculum focus is defined by our national mission, and priorities are based on important and emerging issues.

We:

1. Look at the big picture of nationally significant issues and address them in our curriculum. We look for opportunities to work with other organizations.
2. Strive to develop and deliver content that bridges training available at the local and State level to higher education and research opportunities found at post-secondary colleges and universities.
3. Support the State and local education and training mission areas by providing training materials, financial and technical resources, and direct training to some of the State's audiences for them in coordination with and supporting each states' training mission.
4. Develop and maintain curriculum that addresses human performance improvement and, where appropriate, aligns with the National Professional Development Model.
5. Look to the future while respecting lessons of the past.
6. Have a flexible curriculum guide intended to look out at least three years from today that aligns with DHS, FEMA and USFA vision, mission and strategic goals.
7. Develop curriculum that is ongoing and cyclical, including management, development, implementation, assessment, evaluation, monitoring and revision.
8. Strive to keep course content contemporary.
9. Make curriculum decisions based on documented needs assessments and achievable, measurable outcomes.
10. Encourage critical thinking, growth and change. We recognize that change is inevitable, and we strive to be prepared for it.
11. Write our curriculum in a consistent format so it is accessible to all stakeholders, reflecting best practices and research-based strategies.
12. Strive to actively engage and challenge our students to grow personally and professionally, but never forget customer service.
13. Listen to our students and their sponsors to meet their needs. We seek and heed the counsel of our stakeholders.

14. Treat one another (students, faculty and staff) as valued colleagues and equals.
15. Demand professional and ethical behavior of ourselves.
16. Regularly evaluate ourselves, our instructors and our students to validate that we are providing the best material, facilities and service we can; and we hold ourselves accountable to those standards.

Our Relationships

1. Nationwide stakeholders, including, but not limited to, State and metropolitan fire training organizations, professional and trade associations, DHS and Federal agencies. We develop programs help and support State/Metro fire and emergency services training organizations in achieving their training missions.
2. Educators and developers – we rely on others to act and implement.
3. Instructors, contract staff, students and their sponsors are valued colleagues and equals.

Our Resources

1. Delivering results with the resources we have been given is important—and we seek and share information about those results.
2. Technology has great potential to improve how we operate. We choose learning media and environments that are most suitable for improving performance outcomes.
3. Meeting our mission requires responsible planning and stewardship of the funds and resources we have available.
4. We seek to maximize the potential of our resources to provide for their best use, opting for technique over technology when the former is sufficient.

Non-Negotiable Curriculum and Instructional Elements

The following instructional elements are required for successful student performance improvement:

1. Student-centric curriculum that inspires professional enthusiasm, keeps practitioners in the field, and helps them grow to fulfill the highest levels of performance potential and career goals.
2. Professional development and instruction; recognizing and accounting for differences in learning styles, student experiences, cultural differences, educational levels and social standards.
3. Research-based best practices and methods.
4. Instructional taxonomies to ensure increased levels of sophistication and rigor.
5. Clear learning objectives to achieve performance improvement.
6. Evaluation and documentation of all students' performance through testing, role play, presentations, projects, labs, panel discussions, guided scenarios, or other suitable assessment instruments.
7. Response to emerging trends in student needs and instructional methods, but avoiding fads and "bandwagons" simply for the sake of being "early adopters."

Prioritizing NFA Curriculum Development

Validated curriculum improves student performance and addresses future issues; therefore the development of comprehensive curriculum and specific courses and is an ongoing process inextricably bound to the future by educational quality, political and social change, and emerging issues.

USFA and NFA management are obligated to staff to lead the curriculum development process by articulating organizational priorities, identifying national issues, achieving DHS, FEMA and USFA strategic priorities, and responsibly managing resources.

To that end, NFA leadership provides broad annual curriculum guidance and a framework to establish course development priorities for the upcoming fiscal years.

Staff is encouraged to promote ideas and recommendations for solutions to address national needs and emerging trends. Staff proposals always will get full consideration from NFA leadership and the Curriculum Management Committee.

Prioritizing NFA Curriculum Revisions

Curriculum is maintained as current as resources allow; assuring students have the latest information for their performance improvement. When a course is evaluated for major revision, the Curriculum Management Committee will consider the following for prioritizing the revision of content-specific curriculum:

1. What information does the needs analysis reveal? What do our professional colleagues tell us?
2. Have there been changes in the industry standards of practice, andragogy or research since the course was developed?
3. Are the resources used in the course current and relevant? What are the copyright dates of the resource materials or case studies presented in the course? Are the resource materials still available?
4. How many students have taken the course and what is the current demand?
5. Should the course continue to be offered by the National Fire Academy, be sponsored by another organization or removed from the catalog?
6. What other factors are there for considering this course for a major revision?

NFA Course Delivery Formats

National Fire Academy courses will be delivered in one or more of the following formats and be described in these terms:

- a. Course length. Course length is determined by the amount and depth of the content to be covered. For standardization, cost management, and ease of administration, NFA classroom based courses are 2, 6 or 10 days in length. Online courses are measured in hours of instruction based on the amount of time it will take a median group of students to complete the course.

All courses are assessed for instructional contact hours to determine the appropriate American Council on Education (ACE) credit recommendation, or number of International Association of Continuing Education Training (IACET) or Continuing Education Coordinating Board for Emergency Medical Services (CECBEMS) continuing education units that will be assigned.

- b. Course delivery descriptions. Courses are described in terms of length, sponsor and location (e.g. NFA sponsored, State sponsored off campus, NFA Online self-study or NFA Online asynchronous mediated learning). The terms direct delivery, regional delivery, enfranchised, resident and handoff no longer are used.
- c. NFA-sponsored courses. National Fire Academy course that by virtue of need, demand, emergent issues or other consideration should be delivered using NFA eligible instructors. The NFA absorbs the costs of student materials and instructor costs. When the course is delivered on campus, the NFA also provides dormitory space. When the course is delivered off campus, the host agency covers the costs of the classroom and providing audiovisual materials. Students who complete NFA-sponsored classes are eligible for ACE credit and IACET or CECBEMS continuing education units.
- d. State-sponsored courses. National Fire Academy courses that by virtue of need, demand, emergent issues or other consideration should be delivered to as broad an audience as possible and is given to the state fire training systems for off-campus delivery. Instructors, course materials, and classroom facility/expenses are funded by the State fire training system or local host agency. Students who complete state-sponsored classes are eligible IACET or CECBEMS continuing education units.
- e. Approved courses. Courses developed by one State Fire Training agency and peer reviewed by several other State Fire Training agencies for compliance with the approved standards, requirements and procedures. These courses are approved by NFA, and a state-sponsored certificate is issued. NFA Online Independent/Self-Study. Courses using NFA's learning management system for delivering web-based distance learning courses that include: prerequisite training, self/independent study, instructor mediated and blended learning options.

- f. Blended Course. Course that includes the use of traditional face-to face delivery methods but also uses on-line web-based content and resources any time before, during or after the course delivery. Students are issued an NFA-sponsored certificate.
- g. NFA Online Mediated Instruction. Web-based courses that are conducted on-line by the NFA and are facilitated by an instructor using collaboration tools. These courses are coded with a C, and are issued an NFA-sponsored certificate.

Curriculum Management Committee

A key component of the National Fire Academy Curriculum Management Guide is the existence of a standing Curriculum Management Committee. This committee provides continued guidance and support in the planning, selection, design, development, delivery, review, and evaluation of the Curriculum Management Guide and courses.

The members of the Curriculum Management Committee include:

- Deputy Superintendent for Curriculum and Instruction
- Deputy Superintendent for Administration
- Section Chief: Response
- Section Chief: Leadership and Fire Risk Reduction
- Section Chief: Education and Training Partnerships

Committee meetings are scheduled on an *ad hoc* basis, and may be requested by any USFA employee.

Curriculum Management Committee Role

Curriculum Coordination and Approval

The Curriculum Management Committee is responsible for the overall evaluation and approval of the proposed curriculum through review of overarching curriculum goals and objectives, project proposals, on-going needs analysis/curriculum review reports, and discussions with course development teams. This is especially important if the parameters of the proposed course or courses differ as a result of course development team analysis from the original vision of the project when work was begun. The Curriculum Management Committee must approve such changes and will instruct the course development team concerning any modifications it wishes to make regarding outcome, development/delivery strategies, schedules, and personnel issues/decisions. The Curriculum Management Committee will assure that each curriculum area is prepared with a three-year planning cycle.

The Curriculum Management Committee must approve projects at the following decision points:

1. Upon submittal of the “Course Development or Major Revision Proposal” (See Appendix)

2. Upon completion of the pilot testing phase to determine that the course is ready to be delivered, including an adequate pool of eligible instructors.

In addition, representatives from the Curriculum Management Committee are responsible for providing information to the NFA Board of Visitors and stakeholder groups to provide status reports on current development projects, processes, and funding; answering Congressional inquiries regarding NFA's course development process and initiatives; handling those projects that cut across multiple curricula; and representing curriculum development issues at USFA Senior Staff.

Resource Commitment

An initial resource allocations budget is provided concurrently with design approval. The design process may identify changes in course parameters with resulting increased resource costs. Cost increases more than the Federal Acquisition Regulations micropurchase threshold will require fiscal review and approval from the Curriculum Management Committee for course development to continue.

Emerging Issues/Reprioritization

It is the nature of the fire and emergency services that a singular catastrophic event or a series of smaller ones raises awareness and urgency at the national level. As a result, there are political, intergovernmental or constituent demands for immediate response from the National Fire Academy. If a scheduled activity requires delay or cessation, then the reprioritization will be determined as follows:

- a.) Voluntary. Development committees will be asked if one (or more) would be willing to delay or abandon their current effort.
- b.) Directed. If the voluntary process is not successful, or if the direction from supervisors or the Congress is so urgent so as to preclude (by time or money) the process described above, the Curriculum Management Committee will make a preliminary recommendation to reprioritize selected staff and financial resources that shall be subject to final approval by United States Fire Administration leadership.

Part 2: Course Development

NFA uses the dynamic and flexible instructional systems design model ADDIE for building effective training development and implementation model for its instructional design and delivery. This model serves as a conceptual, management and communication tool.

Analyze, Design, Develop, Implement, and Evaluate (ADDIE)

Analysis

In the **Analysis** phase, a needs analysis is conducted to validate the need for a performance intervention, curriculum, or a training program. This is the phase where the performance or instructional goals and outcomes are established, audience needs are determined, existing knowledge is assessed and other relevant characteristics are identified.

This analysis phase forms the foundation for making decisions and justifying needed resources for the remainder of the phases within the instructional system design in instances where training is assumed to be the appropriate solution or intervention. Training is one of many possible interventions that can solve a perceived, prescriptive or normative need.

This phase encompasses a process of working with customers (stakeholders) to help them identify, define, and achieve their training gaps, needs and goals. The needs analysis involves research and investigation on a specific situation, and proposes an appropriate solution. The situation can be a performance problem; introduction of a new system, technology, procedures, plans, or policies; or the need for professional development. This phase also considers, if applicable, any constraints on learning, delivery options and timelines.

In a fully resourced environment, the **Analysis** may be conducted through national surveys, interest groups, focus groups, environment scanning, student suggestions or any combination of these methods. Given limited resources, it is recognized that USFA staff provide expertise and experience to conduct needs analyses and make curriculum recommendations.

It is at the conclusion of the **Analysis** phase that the results of the analysis are evaluated and approved by the Curriculum Management Committee.

Design

An effective training design is the blueprint used to guide the development of training. Failure to thoroughly plan out the design of a course could result in loss or waste of valuable resources spent on development that fails to achieve the desired results. It is during the **Design** phase that the specific course learning objectives are identified and a Plan of Instruction (POI) is developed and approved by the Curriculum Management Committee.

The seven primary outcomes from the **Design** phase are learning objectives (terminal and enabling), assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection.

The POI provides an outline of the training content and project to best meet the needs identified during the Analysis phase. This project planning includes the selection of training methods and media to best meet the needs of the targeted audience and achieve the course objectives. If either the analysis or design phase indicates that this course will contain online media elements, the course development team should consult with the NFA Online staff on various options for the use of alternate delivery formats and to gain technical assistance.

Development

One result of thorough Analysis and Design phases is a shorter and much more productive **Development** phase. During the Development phase, existing training materials are updated and new materials developed based upon the training POI created during the design phase. Subject Matter Experts (SMEs) are consulted and involved in the development of various training materials such as the Student Manual, Instructor Guide, job aids, and multimedia products. A persistent pattern of review should continuously occur to ensure the materials match the intended design and enable the learners to achieve the learning objectives.

Development includes the review of, draft instructor guides, student manuals, visual aids, activities, classroom handouts, exam questions, and, if applicable, story boards. The continual reference to the POI is critical at this phase of instructional design.

If alternate delivery methods are used then there will be continued consultation with the NFA Online staff to ensure that technical and usability requirements are met by the developers.

One or more pilot tests of the draft training material, analysis of the pilot test results, and final revision of the materials based upon the results of that pilot testing is critical to the Development phase.

Implementation

Effective training delivery is the key to designing quality training programs. The **Implementation** phase includes thorough planning to provide for effective delivery.

This phase includes addressing marketing and communications including the recruitment of students: registration process; instructor selection and preparation; and logistics, such as site, equipment, and materials.

Implementation tracks within a course may vary depending upon the delivery platform. These tracks may apply to courses delivered on- or off-campus or via distance learning.

Evaluation

The purpose of the NFA **Evaluation** plan is to determine:

1. The overall effectiveness of the needs analysis, course design, development and implementation. This is accomplished through pilot deliveries with a controlled group of users.
2. The effectiveness of its training and educational efforts.
3. The curriculum is aligned with USFA, FEMA and DHS strategic goals.

NFA's intent is to design and implement a training evaluation system to:

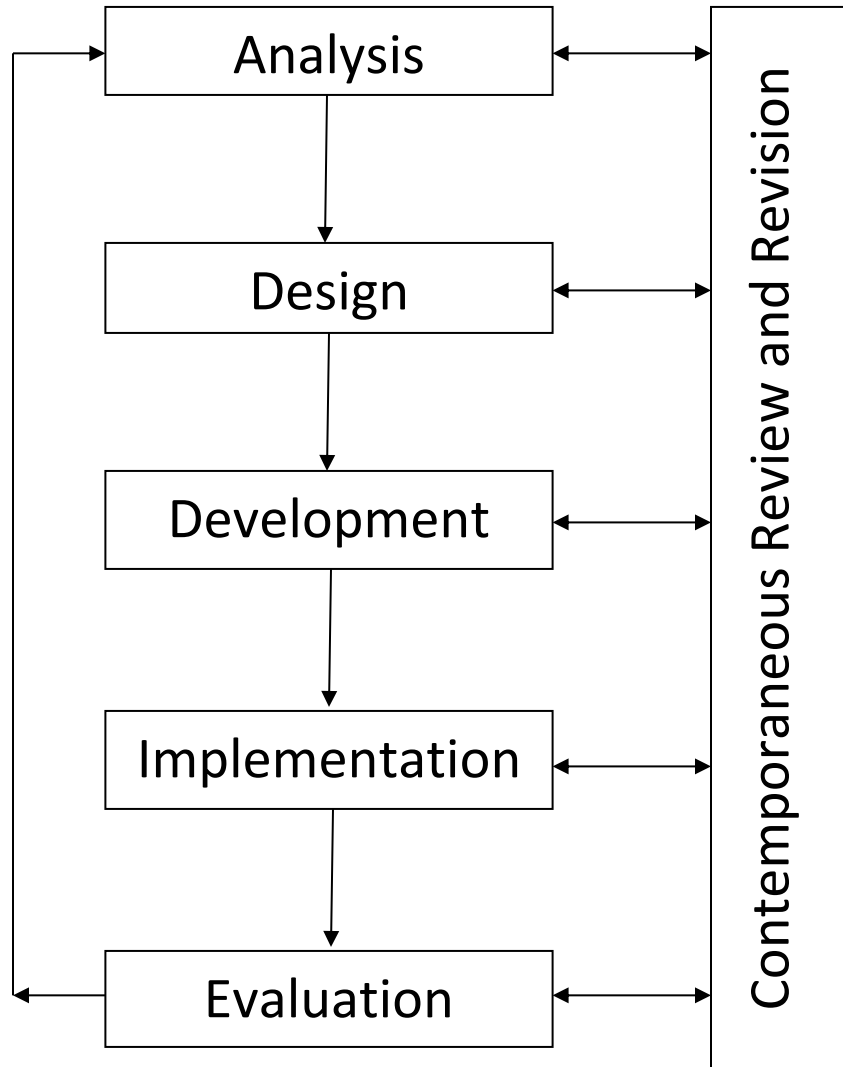
- Improve the design and delivery of training,
- Assess the reaction, learning, and transfer of training to the job, and,
- Justify training as a viable and effective mechanism that supports USFA's mission to provide national leadership to foster a solid foundation for stakeholder fire and emergency services for prevention, preparedness and response.

NFA employs Levels One through Three of Donald Kirkpatrick's model¹ as its method for evaluating training and education. This model follows a goal-based approach and is built upon the four levels of training evaluation:

- Level One – Student Reaction - NFA currently applies Kirkpatrick's Level I by administering online end-of-course evaluations to document students' overall impression (reaction) to the course material, instructors and delivery method.
- Level Two – Learning – In-classroom assessments to evaluate the learner's knowledge acquired, skills improved, or attitudes changed as a result of the training.
- Level Three – Behavior - NFA student and supervisory report of performance on specific benchmark actions four to six months after the training was received.
- Level Four –Results and Return on Investment - Improvements in employee performance attributable to training and education affect organizational performance.

¹ Kirkpatrick, Donald L., *Evaluating Training Programs: The Four Levels*, Berrett-Koehler Publishers, Inc., 1996

**National Fire Academy
Instructional Design Model**



Appendices

Course Development or Major Revision Proposal

Working title:

Curriculum area:

Brief description:

Recommended Revisions/Updates:

-
1. What is the audience and performance problem that this proposal will address? (“Who” can’t do “what”?)
 2. Why is this problem important to USFA/FEMA/DHS and how does this proposal align with our strategic plans?
 3. Can this problem be addressed by training, and why do you think so? What other options exist (job aid, book, webinar, seminar, etc.) ?

Curriculum Management Committee Approval Tracking

Course Development or Major Revision Working Title:

Course Approvals

1. Upon submittal of “Course Development or Major Revision Proposal”

Submitted by:	Date:
Approved by: Curriculum Management Committee Chairman	Date:
Rejected by: Curriculum Management Committee Chairman	Date:

Reason for rejection:

2. Upon completion of development and prior to final release.

Submitted by:	Date:
Approved by: Curriculum Management Committee Chairman	Date:
Rejected by: Curriculum Management Committee Chairman	Date:

Reason for rejection:

Annual Development Planning Calendars (Three-Year Planning Cycle)

This calendar represents the three-year planning and spending cycle for the Federal budget, overlaid with the annual USFA spending, curriculum planning and delivery schedule. The dates in the grayed “Federal Budget” cells describe the overall timeline associated with developing the out-year budgets and spend plan. Unless otherwise noted, the “due date” is the last business day of the month.

Current Budget Year: Executing/Spending Fiscal Year Appropriation

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
Federal Budget						Budget guidance from FEMA for two years out	Over-budget requests due to FEMA for two years out		Budget submission to FEMA for two years out	Budget request to FEMA	FEMA Budget Requests to DHS for two years out	
USFA Spending	Begin current FY Activities Spending										Course Development Spend Plan due to Program Specialist	Spend Plan Submitted for next FY
Curriculum Planning		Course Development or Revision Plans Due for next FY	Curriculum Management Committee meets	Curriculum Management Committee Report		Course development packages due for next FY			Senior Management provides Curriculum Framework Guidance for next FY			

National Fire Academy Curriculum Management Guide

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
Course Delivery		On-campus course calendar due for next FY	Off-campus Course Call due for next FY Student acceptance criteria due for next FY Course catalog updates for next FY due			Course criteria sheets due for next FY						

Subsequent Year: Appropriation Process

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
Federal Budget		OMB Provides changes and appeal period	Prepare Congressional submittal for two years out	Submit revised budget to DHS for two years out	DHS submits draft budget to Congress for two years out	Appropriation Hearings for two years out						DHS Request to OMB for two years out
USFA Spending	Begin current FY Activities Spending				USFA Spending Plan prepared for one year out				FEMA Provides Spending Plan Guidance for one year out	USFA Works with CFO to finalize SP for one year out	Course Development Spend Plan due to Program Specialist	Spend Plan Submitted for next FY
Curriculum Planning		Course Development or Revision Plans Due for next FY	Curriculum Management Committee meets	Curriculum Management Committee Report		Course development packages due for next FY			Senior Management provides Curriculum Framework Guidance for next FY			
Course Delivery		On-campus course calendar due for next FY	Course Call due for next FY Student acceptance criteria due for next FY Course catalog updates for next FY due			Course criteria sheets due for next FY						

Second Out-Year: Formulation Process

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
Federal Budget												Congressional Approval for two years out
USFA Spending	Begin current FY Activities Spending										Course Development Spend Plan due to Program Specialist	Spend Plan Submitted for next FY
Curriculum Planning		Course Development or Revision Plans Due for next FY	Curriculum Management Committee meets	Curriculum Management Committee Report		Course development packages due for next FY			Senior Management provides Curriculum Framework Guidance for next FY			
Course Delivery		On-campus course calendar due for next FY	Course Call due for next FY Student acceptance criteria due for next FY Course catalog updates for next FY due			Course criteria sheets due for next FY						

Curriculum Revision Guidance

Category	Percent Change	Frequency	Description
<p>Contemporaneous Maintenance</p>	<p>Less than 10% of the course content with no revisions to learning objectives or examinations other than to keep them up-to-date.</p>	<p><u>It is expected that course content will reflect current industry standards and practice.</u></p>	<p>It is expected that course content will reflect current industry standards and practice.</p> <p>Contemporaneous maintenance may be done to each course delivery by existing contract instructors (or the Training Specialist) under the direction and concurrence of the Instructional Systems Specialist and Training Specialist for no additional charge.</p> <p>As part of the Statement of Work, subject matter experts or contract instructors may arrive 1-2 days prior to the class to make the changes at no additional charge to the delivery. Room and meeting space will be provided. All changes must be documented, approved by the Instructional Systems Specialist for educational suitability, Training Specialist for content and Section Chief.</p> <p>Updates will be submitted to editorial support and posted on the instructor access website for the next delivery of the course.</p>

Category	Percent Change	Frequency	Description
<p>Minor Revision</p>	<p>Revision to less than 15%-20% of the course content, with few revisions to learning objectives or examinations other than to make them contemporaneous.</p>	<p>Not to exceed three years from a major revision or new course launch.</p>	<p>This would be a small revision to the class.</p> <p>The typical format would be to bring in a subject matter expert to sit in on a class delivery and make adjustment to the content and delivery to update the current course.</p> <p>A Statement of Work and contract would be issued to an experienced subject matter expert or contract instructor to complete this work in a timely manner under the direction of the Instructional Systems Specialist and Training Specialist.</p> <p>All changes must be documented, approved by the Instructional Systems Specialist for educational suitability, Training Specialist for content and Section Chief.</p> <p>Updates will be submitted to editorial support and posted on the instructor access website for next full semester course delivery.</p>

Category	Percent Change	Frequency	Description
<p>Major Revision</p>	<p>Revision to more than 35% of the course content including learning objectives and examinations</p>	<p>Not to exceed five years after the previous major revision or launch.</p>	<p>This revision would involve a total rewrite and redirection of the course to reflect more current needs of the course or a changing audience. This would include content, format, delivery mode, learning objectives, examinations, activities and direction.</p> <p>A contract may be issued to an outside contractor to oversee the development of the new materials based upon a Statement of Work that specifies the changes needed.</p> <p>All changes must be documented, approved by the Curriculum Management Committee and submitted to editorial support for inclusion in the next fiscal year.</p> <p>Major revisions must include a justification for keeping course in the catalog and/or as an on- or off-campus delivery. This justification will be reviewed and approved by the Curriculum Management Committee.</p> <p>New course title and course number required.</p>

Course Development Framework

The Course Design Team uses the following questions to organize a proposal package.

1. How will this material “enhance the professionalism of America’s fire and emergency services and allied professionals?”
 - a. What research was performed to confirm this?
 - b. What information does the needs assessments reveal?
2. How will this material “supplement and support other training organizations?”
 - a. What research was performed to confirm this?
3. How will this material reduce injuries, lives lost or property damage?
 - a. How will they be measured?
4. What are the expected outcomes of this material?
 - a. How will they be measured?
5. What is unique about this material?
 - a. What research was performed to confirm this?
 - b. Is it offered anywhere else?
 - c. If so, by whom and in what format (classroom, online, other)?
6. What are the prerequisite skills, knowledge, and abilities for this course?
 - a. What NFA or other-source course(s) must be taken as a prerequisite?
7. Is this material available in any Federal, State, local or Tribal system, or is there anything else like it that can be adapted.
 - a. What research was performed to confirm this?
8. How does this material address emerging trends and/or how is it “future-oriented?”
 - a. What research was performed to confirm this?
9. How has the need for this material been determined?
 - a. What research was performed to confirm this?
10. Has it been discussed with the Instructional Systems Specialist(s) to evaluate and establish the most suitable delivery mode?
 - a. What was the result?
11. Who are likely representatives to aid in development and delivery?
 - a. Have they been contacted?
 - b. Are they committed to cooperative efforts?
 - c. What do they contribute to the effort?
12. What is the most suitable delivery mode?
 - a. Resident 10 or six-day (blended?)
 - b. Off-campus
 - i. Two-day on or off campus
 - ii. 10- or six-day off campus
 - iii. Blended (on-line and classroom)
 - iv. Online (solely)
 - c. Other
 - i. Book/report
 - ii. CD
 - iii. Job aid
 - iv. Podcast
 - v. Webinar
13. Who is the target audience?
 - a. How large is the target audience?

- b. What are they expected to do with this material?
 - c. How will they evaluate whether it is effective?
- 14. What about this material will enhance the stature, relevance and visibility of FEMA/USFA?
 - a. How will this material be marketed?
- 15. What is the life expectancy of this material?
 - a. How frequently should it be revised or reevaluated for effectiveness and value?

Glossary

ABCD Model	<p>A model used in instructional design for writing learning objectives. The acronym represents:</p> <ul style="list-style-type: none">A. Audience—who is the target audience for the training?B. Behavior—what behavior is expected at the end of the training?C. Conditions—under what conditions or circumstances is the learned behavior to be performed?D. Degree—to what degree of accuracy?
Andragogy	<p>The methods or techniques used to teach adults.</p>
Course Development Team	<p>The designated training specialist, instructional systems specialist, NFA Online representative, staff support and contractors assigned to develop and/or revise curricula.</p>
Course goal	<p>A general statement about the desired outcome of an instructional program. Unlike an objective, a goal cannot be measured.</p>
Bloom's Taxonomy	<p>Classification of the different objectives that define six levels of cognitive mastery. From "The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain," by Benjamin Bloom, 1956.</p>

Curriculum, Taught	The delivery of the written curriculum by instructors or facilitators.
Curriculum, Written	The standards, goals and objectives learners are to achieve and instructors are to teach using instructor guides, student manuals and audio-visual aids development by the National Fire Academy.
Curriculum, Assessed	The portion of the written or taught curriculum that is assess, both formally and informally, to evaluate learner progress toward performance improvement.
Enabling Learning Objectives	The sub-objectives (skill objectives) that lead to the accomplishment of a terminal objective (course or unit objective).
Instructor guide	A document that includes the information and guidance to enable a course manager and qualified instructor(s) to present a FEMA course in the manner described in the POI.
Kirkpatrick's "Evaluating Training Programs: The Four Levels"	<p>A four-level model to evaluate the value of training. The four levels are:</p> <ul style="list-style-type: none">I. Participant Reactions—How did the students feel about the training?II. Participant Learning—What did the students learn?III. On-the-Job Behaviors—Did the students change their behaviors when they returned to their jobs?IV. Organizational Results—Did the change in the student's behavior have a positive effect on the organization?

Needs analysis	Technique for determining the steps to be taken in moving from a current state to a desired future-state. It begins with (1) listing of characteristic factors (such as attributes, competencies, performance levels) of the present situation ("what is"), (2) cross-lists factors required to achieve the future objectives ("what should be"), and then (3) highlights the 'gaps' that exist and need to be 'filled.' Also called need-gap analysis, needs analysis, and needs assessment.
Out-year	Future fiscal years beyond the current fiscal year.
Performance improvement	The process of identifying and analyzing important organizational and individual performance gaps, planning for future performance improvement, designing and developing cost-effective and ethically justifiable interventions to close performance gaps, implementing the interventions, and evaluating the financial and non-financial results.
Plan of Instruction (POI)	A document that describes elements essential to designing training. The course elements of the POI include course goal, course objectives, rationale, student and instructor qualifications, table of contents, etc. Unit elements include unit objectives, scope, methodology, and reference, etc.
Rigor	Teaching and learning that expects students to apply critical thinking, reasoning and problem-solving skills; to analyze, evaluate, critique, synthesize, communicate and create new knowledge; to manage and direct their own learning.
Rubric	A scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays and other assignments. Rubrics all for standardized evaluation according to specified criteria, making grading simpler and more transparent.

Student manual	A document or tool used by course participants as a reference or as a workbook to support course activities described in the instructor guide. The student manual may be paper or electronic.
Terminal Learning Objectives	Specific descriptions of the desired end result of training in terms of student performance. Course and unit objectives are examples of terminal objectives.

Bloom's Taxonomy/Learning Domains

Cognitive

Knowledge and the development of intellectual skills. It includes the **recall of specific facts, procedural patterns and concepts that serve in the development of intellectual abilities and skills**. There are six major categories, listed in rank order below, from simplest to the most complex. The categories can be considered degrees of difficulty, one level must be mastered before the next can be put in place.

Learning Concept	Examples	Key Words
Knowledge: Recall of data.	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

Learning Concept	Examples	Key Words
<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.</p>	<p>Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p>	<p>Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training</p>	<p>Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p>	<p>Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
<p>Evaluation: Make judgments about the value of ideas or materials.</p>	<p>Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p>	<p>Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>

Learning Concept	Examples	Key Words

Affective

This domain includes the manner in which **we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes**. The five major categories listed in order are:

Learning Concept	Examples	Key Words
Receiving phenomena: Awareness, willingness to hear, selected attention.	Listen to others with respect. Listen for and remember the name of newly introduced people	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in	Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

Learning Concept	Examples	Key Words
responding (motivation).		
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values	Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Learning Concept	Examples	Key Words
<p>Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p>	<p>Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

Psychomotor

The psychomotor domain includes **physical movement, coordination, and use of the motor-skill areas**. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed in order are:

Learning Concept	Examples	Key Words
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Learning Concept	Examples	Key Words
<p>Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet</p>	<p>Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p>Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.</p>	<p>Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p>	<p>Copies, traces, follows, react, reproduce, responds</p>

Learning Concept	Examples	Key Words
<p>Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency</p>	<p>Use a personal computer. Repair a leaking faucet. Drive a car.</p>	<p>Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano</p>	<p>Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and</p>	<p>Adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>

Learning Concept	Examples	Key Words
	there is no danger in performing the new task).	
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.



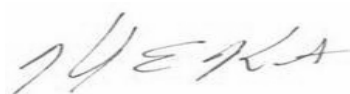
NFA-specific Standard Operating Procedure

Number	Date
400.1	September 2016

National Fire Academy Course Delivery Formats

- I. **Purpose:** This NFA-specific standard operating procedure (SOP) describes the National Fire Academy course delivery formats.
- II. **Supersession:**
 - A. Replaces NFA-specific SOP 400.1, dated July 2015.
 - B. Replaces NFA-specific SOP 400.1, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 400.0, dated November 1, 2009 (400.0 renumbered to 400.1 and content updated.)
 - D. Replaces NFA Instruction 400.0, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure.)
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** This NFA-specific SOP is applicable to employees of the NFA.
- VI. **Standard Operating Procedures:** It shall be the policy of the NFA that its courses will be delivered in one or more of the following formats and be described in these terms:
 - A. Course length. For simplicity, standardization, cost management and ease of administration, NFA classroom based courses typically range from 2 to 10-days in length. Online self-study courses may be measured in hours of instruction for ease in identifying continuing education units and online mediated courses typically range from 2 to 6 weeks in length.
 - B. Course delivery descriptions. Courses are described in terms of length, sponsor and location (e.g., 2-day off-campus; 6-day state sponsored off-campus; 10-day on campus, 4-week online mediated, etc.).

- C. NFA sponsored courses. NFA courses that by virtue of need, demand, emergent issues or other consideration should be delivered using NFA eligible instructors and/or NFA distance education technologies. Instructors and course materials are funded by the NFA. These courses are coded with a C, F, M, N, R or W, and an NFA-sponsored certificate is issued.
 - D. State sponsored courses. NFA courses that by virtue of need, demand, emergent issues or other consideration should be delivered to as broad an audience as possible and is given to the state fire training systems for off-campus delivery. Instructors, course materials, and classroom facility/expenses are funded by the state fire training system. These courses are coded with an O, and a state-sponsored certificate is issued.
 - E. Approved courses. Courses developed and/or submitted by one state fire training agency and peer reviewed by several other state fire training agencies for compliance with the approved standards, requirements and procedures. These courses are approved by NFA (with a Y code), and a state-sponsored certificate is issued.
 - F. NFA Online Self-Study courses. Courses using NFA's learning management system for web-based self-study courses that include: prerequisite training and self/independent study learning options. Students can print their own NFAOnline certificate.
 - G. Blended Course. Course that includes the use of traditional face-to face delivery methods but also uses online web-based content and resources any time before, during or after the course delivery. Students are issued an NFA-sponsored certificate.
 - H. NFA Online Mediated Instruction. Web-based courses that are conducted on-line by the NFA and are facilitated by an instructor using collaboration tools. These courses are coded with an M, and are issued an NFA-sponsored certificate.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
400.2	September 2016

NFA Sponsored Courses

- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the policies and procedures associated with NFA sponsored courses. NFA sponsored courses may be delivered on- or off-campus. Courses are delivered using NFA eligible instructors, and NFA covers the cost of instructors and course materials.
- II. Supersession:**
- A. Replaces NFA-specific SOP 400.2, dated July 2015.
 - B. Replaces NFA-specific SOP 400.2, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 400.1, dated November 1, 2009. (400.1 changed to 400.2 and content updated.)
 - D. Replaces NFA Instruction 400.1, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:** This NFA-specific SOP is applicable to employees of the NFA and specific state fire training systems and TRADE regions that wish to have NFA sponsored courses delivered at their location.
- VI. Standard Operating Procedures:**
- A. It shall be the policy of the NFA that NFA-sponsored courses are in accordance with this SOP.
 - B. State fire training systems are eligible to select nine NFA sponsored 2-day courses each fiscal year. These courses may be delivered on- or off-campus. These courses are in addition to the annual state fire training grants provided by NFA.

- C. State fire training systems may choose to have their nine courses delivered at the NETC or within their own state.
- D. TRADE regions are eligible to conduct three NFA sponsored courses (typically the courses are 6-days in length) within their FEMA region each fiscal year.
- E. States and regions select their courses through the annual course call process:
 - 1. Two-Day Off-Campus:
 - a. The NFA shall offer a course call (via the NFA Courses Course Call Dashboard) to the state fire training systems twice a year.
 - b. The state fire training system shall coordinate its request with the NFA Program Manager (Training Specialist, Education, Training and Partnerships Section).
 - c. The state shall be responsible for acquiring classroom, facility, or laboratory access, as well as any special equipment requirements needed for the course delivery.
 - d. Students shall complete a FEMA Form 119-25-2, General Admissions Application Short Form, for enrollment in a 2-day off-campus course.
 - e. The state will advertise the course and recruit and accept students based on the established student selection criteria.
 - f. NFA must receive a student roster with a minimum of 15 names at least 40 days prior to the start date of the course, or it may be cancelled.
 - g. Prior to the course delivery, the state should contact the NFA Program Manager for final coordination.
 - h. The state/local host will mail a cover sheet, student application forms, student evaluation forms, student test answer sheets and the final grade sheet to the NFA in a pre-addressed envelope.
 - i. For the purpose of grade appeals, students may be provided with specific question(s)/answers that have come into question.
 - j. The NFA sponsored certificates will be emailed to the students who have successfully completed the course by the NETC Admissions Office.

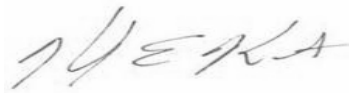
- k. All tests will be destroyed (shredded) by the host agency. (Protection of all test materials is paramount to preventing a test compromise.)
 - l. These courses are designated with an “F” code.
2. Two-Day On-Campus:
- a. During the first open course call period, the state training system can choose to offer some of their nine deliveries (up to eight course deliveries) on the NETC Campus during a State Weekend Program (SWP).
 - b. The NFA Program Manager (State Weekend Coordinator) shall be responsible for confirming the dates, and discussing potential pairings of states to maximize the use of the NETC facility.
 - c. Once the SWP courses are approved and the schedule is published, the responsibility for the coordination and communication with the individual states is transferred to the NFA Program Manager/State Weekend Coordinator.
 - d. The state will advertise the course and recruit and select the students based on the established student selection criteria.
 - e. Students interested in attending a 2-day program at the NFA should contact their state, who will have information on the courses scheduled for the weekend, transportation, registration requirements, and other logistical information.
 - f. The state fire training system shall collect all NFA student applications (FEMA Form 119-25-2) and submit them to the NETC Admissions Office as a package. The applications package must be received in the NETC Admissions Office 40 days prior to the scheduled weekend program.
 - g. The state fire training agency is responsible for notifying students of their acceptance/rejection into the 2-day on-campus program.
 - h. The NETC Admissions Office provides the student rosters to the NFA Program Manager.
 - i. Immediately prior to the scheduled weekend, the State Coordinator should contact the NFA Program Manager for final coordination.

- j. At the beginning of the course, the instructors will submit corrected rosters to the NFA Program Manager for forwarding to the NETC Admissions Office.
 - k. The NETC Admissions Office prepares end-of-course certificates and delivers them to the NFA Program Manager the Thursday before the scheduled weekend program.
 - l. NFA-sponsored certificates are presented to students who successfully complete the course. If any corrections need to be made to a certificate, the NETC Admissions Office will email the corrected certificate to the student.
 - m. These courses are designated with a “W” code.
3. Six-Day Off-Campus:
- a. During the open course call period, the TRADE Regional points of contact (POC) shall select three NFA sponsored courses (via the Course Call Dashboard) to conduct within their FEMA region, per fiscal year.
 - b. The TRADE POC will be responsible for acquiring a classroom, facility or laboratory access, as well as any special equipment requirements needed for course delivery.
 - c. The NFA will provide instructors and all course materials.
 - d. Students will be responsible for costs associated with individual travel, lodging, and meals.
 - e. The training experience shall replicate the NFA on-campus experience as much as possible.
 - f. The course shall be delivered in the same 6 timeframe as occurs on campus.
 - g. The TRADE POC will advertise the course and recruit and select the students based on the established student selection criteria.
 - h. Students will complete a FEMA Form 119-25-2, and submit it to the TRADE POC.
 - i. The TRADE POC will submit the approved student application forms to the NETC Admissions Office 40 days prior to the course start date. A minimum of 15 students is required to conduct a

class, with on-going recruitment expected until the day of the delivery.

- j. The NETC Admissions Office will notify the students of their acceptance into the course.
- k. Prior to the course delivery, the TRADE POC should contact the NFA Program Manager for final coordination.
- l. The TRADE POC will mail the cover sheet, student evaluation forms, class roster, student test answer sheets and the final grade sheet to the NFA in a pre-addressed envelope.
- m. For the purpose of grade appeals, students may be provided with specific question(s)/answers that have come into question.
- n. These courses are designated with an “N” code.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



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National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
400.3	September 2016

State Sponsored NFA Courses

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) outlines the policies and procedures for state sponsored NFA courses.
- B. The purpose of state sponsored courses is to provide the fire service and allied professionals the opportunity to attend NFA courses within their geographical region. The state is responsible for all costs associated with the course delivery. These courses are not eligible for ACE credit unless the state has its own designation.

II. Supersession:

- A. Replaces NFA-specific SOP 400.3, dated July 2015.
- B. Replaces NFA-specific SOP 400.3, dated January 2015. (Contact information and signature block updated.)
- C. Replaces NFA SOP 400.2, dated November 1, 2009. (400.2 renumbered to 400.3 and content updated.)
- D. Replaces NFA Instruction 400.2, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure)

III. Authority/Reference: 15 U.S.C. § 2206 (c) "Powers of Superintendent".

IV. Definitions: Refer to NFA-specific SOP 100.2

V. Responsibilities: It shall be the policy of the NFA that delivery of state sponsored courses shall be in accordance with this SOP.

VI. Standard Operating Procedures:

- A. The NFA will provide the course materials (available for download from the web in the State Dashboard).
 - 1) The NFA will support the maintenance/updating of course content as long as the course is being delivered/sponsored by the NFA.
 - 2) When the NFA makes the decision to discontinue the delivery of a course, individual states will still have the opportunity to continue delivering the course in the “state sponsored” mode and receive certificates, as long as the course is available in the State Dashboard.
 - 3) If the NFA makes the decision to “end-date” a course (i.e., when content becomes severely dated), all States will be notified that the course has been removed from the State Dashboard, and certificates will no longer be issued.
- B. The state provides their own instructors with the qualifications needed to teach the NFA-developed courses.
- C. The training experience shall replicate the NFA experience as much as possible.
- D. The state is responsible for acquiring a classroom, facility, and any special materials/items needed for the course delivery. If the course has special requirements; i.e., burn scenes, computer workstations, projectors, radios, software, or other course specific items, the state may have the option of using a portion of their grant funds to purchase these items to support the delivery.
- E. The state is responsible for submitting the student applications (FEMA Form 119-25-2) with a cover sheet to the NETC Admissions Office.
- F. The NETC Admissions Office will email the state sponsored certificates to the students.
- G. These courses are designated with an “O” code.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



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National Fire Academy

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NFA-specific Standard Operating Procedure

Number
400.4

Date
September 2016

Distance Learning/NFA Online

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) outlines the policies and procedures associated with online distance learning.
- B. The NFA faces a challenge of reaching the more than 1.2 million fire and emergency services personnel throughout the United States. Different delivery methods other than traditional instructor-led classroom training will help meet this need. Some of these include: blended-courses, online self-study courses, asynchronous on-line mediated courses, Coffee Break – subscription style training, collaboration using Adobe Connect or similar tools, Webinars, and/or other web-based delivery methods.

II. Supersession:

- A. Replaces NFA-specific SOP 400.4, dated July 2015.
- B. Replaces NFA-specific SOP 400.4, dated January 2015. (Contact information and signature block updated.)
- C. Replaces NFA SOP 400.3, dated November 1, 2009. (400.3 renumbered to 400.4 and content updated.)
- D. Replaces NFA Instruction 400.3, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure.)

III. Authority/Reference: 15 U.S.C. § 2206 (c) “Powers of Superintendent”.

IV. Definitions: Refer to NFA-specific SOP 100.2

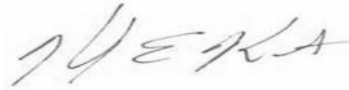
V. Responsibilities: This NFA-specific SOP is applicable to employees of the NFA.

VI. Standard Operating Procedures:

- A. It shall be the policy of the NFA that development and delivery of distance training and education courses/programs shall be in accordance with this SOP.
- B. The items below apply to the development/revision of Self-study/Blended/Mediated Courses:
1. Following Curriculum Management Committee (CMC) approval, the Instructional Systems Specialist (ISS)/Training Specialist (TS) will email the NFA Online (NFAO) program and technical leads with the preliminary course/proposal information.
 2. The NFAO customer advocate will provide the ISS with the following, which can also be found in the ESW, in the Online Course Development Resources Folder.
<https://intranet.fema.net/org/usfa/collab/NFA/NCD/Online%20Course%20Development%20Resources/Forms/AllItems.aspx>
 - a. NFAOnline Technical Standards:
 - (1) Resolution/Operating Systems/Web Browsers
 - (2) Images
 - (3) PDF/Word/PPT
 - (4) Section 508 Technical Requirements
 - (5) Multi-media (Video)
 - b. Guidelines for Publishing a Course to the Web:
 - (1) Planning Your Successful Self-Study Course
 - (2) Planning Your Successful Blended/Mediated Course
 - (3) Course Knowledge Checks & Final Exam Guidelines
 - (4) Using NFAOnline's Adobe Connect
 - c. Template User Guide/Job Aids:
 - (1) E-learning Templates User Guide (Self-study)
 - (2) NFAOnline Templates Job Aid (Self-study)
 - (3) Blended/Mediated Templates Job Aid (D2L)
- C. Self-Study Registration/Delivery:
1. Students must obtain a FEMA SID Number, <https://cdp.dhs.gov/femasid>
 2. Students register in NFAO, obtain a User ID and password, and enroll in courses listed in the NFAO catalog.
 3. NFAO students must read and agree to the academic conduct notice prior to taking a course exam, and will be limited to three attempts to pass the exam.

4. Students may request remediation any time during the course. If they request remediation, or have specific questions regarding course content, they will be referred to the TS responsible for the course.
 5. Students will print their certificates electronically after they successfully complete the course.
 6. Courses that are offered in this venue are designated with a “Q” or “U” course code.
- D. Blended/Mediated Course Registration/Delivery:
1. Mediated courses will follow the same process as NFA resident course deliveries.
 - a. Course will be advertised on the NFA schedule.
 - b. Students will apply through the NETC Admissions Office, and Admissions staff will review the applications.
 - c. NFAO staff retrieves roster from TIAS and sets up student accounts; normally one week in advance of the delivery, unless directed otherwise by the TS.
 - d. A qualified instructor list must be established.
 - e. Instructors will be obtained through the same acquisition procedures as resident instructors.
 - f. Instructors will download the grades from the system, and provide to TS, who will forward to the NETC Admissions Office.
 - g. Upon successful completion of the course, students will be issued an NFA-sponsored course certificate directly from the NETC Admissions Office via email.
 2. Courses that are offered in this venue are designated with an “M” course code, or an “R” code if it is used in a resident delivery.
- E. It is recognized that with advances in technology, there are many other alternative training venues (i.e., Adobe Connect, podcasts, webinars, mobile learning, etc. Use of any alternative delivery method must be approved by the CMC, and coordinated with the ISS, TS, and the NFAO team.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



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National Fire Academy

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NFA-specific Standard Operating Procedure

Number
400.5

Date
September 2016

National Fire Academy Approved Courses for State Delivery

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) outlines the policies and procedures for reviewing and approving NFA approved courses.
- B. The purpose of creating NFA approved courses is to:
 - 1. Make more NFA courses available locally.
 - 2. Begin a system of reciprocity to ensure that education and training received in one state is recognized in another.
 - 3. Bring exceptional courses developed or sponsored by state fire service training systems into the national curriculum.

II. Supersession:

- A. Replaces NFA-specific SOP 400.5, dated July 2015.
- B. Replaces NFA-specific SOP 400.5, dated January 2015. (Contact information and signature block updated.)
- C. Replaces NFA SOP 400.4, dated November 1, 2009. (Number 400.4 renumbered to 400.5 and content updated.)
- D. Replaces NFA Instruction 400.4, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure.)

III. Authority/Reference: 15 U.S.C. § 2206 (c) "Powers of Superintendent."

IV. Definitions: Refer to NFA-specific SOP 100.2.

V. Responsibilities: It shall be the policy of the NFA that state fire training systems wishing to have their courses approved shall be in accordance with this SOP.

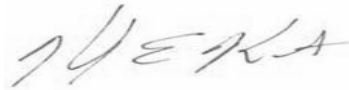
Standard Operating Procedures:

- A. All courses that are placed on the approved list must generally be accepted as courses that teach skills and functions intended for fire, emergency medical services (EMS) and associated emergency services personnel.
 - 1. It is the intent of this requirement to focus on higher-level training classes; basic fire fighter skills training like those required by NFPA Standard 1001, "Fire Fighter Professional Qualifications," are readily available at the state and local level. However, basic fire fighter training courses with elements such as manipulative firefighting skills and other courses commonly used to train fire fighters can be submitted and will be reviewed on a case-by-case basis.
 - 2. It is the intent of this program to include topics that cover specialized skills, education, and training such as technical rescue, public fire service educator, fire prevention, fire inspector and other unique technical specialties.
- B. NFA's partner organization, the North American Fire Training Directors (NAFTD), is responsible for administering this program. State training agencies wishing to submit a course(s) for review shall send all required documents to the designated NAFTD representative. NAFTD is responsible for establishing the open and close dates of the review and approval cycle and notifying its membership. All policies, procedures and decisions about which courses obtain approved status rest with NAFTD and not NFA, as do appeals to those rejected by NAFTD peer reviewer(s).
- C. Once a course is reviewed and approved in accordance with this SOP, it is recognized as an equivalent to an NFA-developed course in both quality and content. Approved courses can be delivered within local jurisdictions by local instructors. Students who successfully complete the course may, with state fire training system concurrence and registration in the NETC Admissions database, receive a state-sponsored certificate.
- D. Approved courses shall be made available to other states by NAFTD. The processes for exchanging materials shall be managed by the involved state fire training systems.
- E. Approval does not imply that the course has been reviewed by an accrediting agency and received a recommendation for credit at any post-secondary institution. State fire training systems must seek such a review and approval independently.
- F. Annual state fire training grants may be used to fund approved course deliveries.

- G. Each course approval shall be valid for five (5) years. Courses shall be reviewed and updated by the state fire training systems, as necessary, to meet changing standards.
- H. In order for any course to be placed on the list of approved courses, the course must adhere to the minimum requirements as stated below:
1. The course must have a clearly stated (written) goal and learning objectives, reflecting up-to-date content with occupational relevance.
 2. The level of difficulty must be commensurate with post-secondary education and promote higher levels of learning; in accordance with Bloom's taxonomy: remember, understand, apply, analyze, evaluate and create.
 3. The course must have a published instructor lesson plan (Instructor Guide). Student workbooks are not required. However, participant materials should be appropriate for the methodologies and learning objectives. Materials must be published and readily available at little or no cost to the course instructor and participants of this program (other state fire training systems).
 4. The course must have learning activities designed to assist participants in applying the content and in practicing the objectives. Activities should be structured, wherever possible, in realistic contexts that promote transfer of learning from the classroom to the job.
 5. Content should be taught primarily through interactive methods that involve a variety of teacher-student, student-student, and student-content interactions. Lecture should be minimized; the use of Socratic Method is highly recommended.
 6. Copyright release letters must be kept on file for any included articles, tables, graphics, audio-visual materials, etc. that are not the original work of the course developers.
 7. The course must have appropriate evaluation(s) designed to measure participant accomplishment of the stated course objectives. Evaluations can include objective test as well as performance-based assessments.
 8. A statement identifying instructor criteria should be included in the course materials; instructors must be able to document that they meet the published qualifications.
 9. All copies of instructor guides and student materials will include a statement that the course is part of this joint program. It is suggested that the same wording be used as is used on the certificates issued within this program.

- I. The NAFTD shall manage the system for evaluating courses submitted by individual states through a peer review system using state fire training systems geographically remote from one another. Typically, two peer reviewers are assigned to review a single course.
- J. Courses submitted for approval must receive favorable peer reviews from two different state fire training systems before they are approved by the NFA. Copies of the completed/signed Form 400.5.1 (NFA/State Training Programs Joint Training Program Approved Course Evaluation Form) shall accompany the application packet.
- K. Student rosters for approved courses shall be submitted to the NFA for inclusion in the NETC student records database. Student rosters shall include individual FEMA Form 119-25-2, General Admissions Short Form Application for each registered student and a class grade sheet.
- L. State fire training systems may grant state-sponsored certificates to students who successfully complete the approved course and meet all the prerequisites for the course.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Attachment Form 400.5.1 - NFA/State Training Programs Joint Training Program Approved Course Evaluation Form

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.

FORM 400.5.1
National Fire Academy/State Training Programs
Joint Training Program Approved Course Evaluation Form

This form is to be used by state training programs to add a course onto the list of approved courses within this joint program. Please use a separate form for each course being submitted. A complete copy of course materials must be included with this form.

AGENCY INFORMATION

1. Agency submitting (owning) new course: _____
2. Agency director/executive officer: _____
3. Agency contact person for this course: _____
4. Agency mailing address: _____
5. Agency telephone number: _____ Agency Fax number: _____
6. Contact email: _____

COURSE INFORMATION

1. Course title: _____
2. Course Length (instructional hours): _____
3. Has American Council on Education (ACE) recommended this course for credit?
 Yes No
4. Has your agency copyrighted this course? Yes No
NOTE: If your organization has copyrighted this course, please attach a letter stating the materials are available for distribution.
5. Does your course contain copyrighted material from other sources? Yes No
NOTE: If yes, you must provide a copy of a written release of the copyright holder to use the material.

SPECIAL NOTE: The intent of this Approval review is to insure materials submitted by state fire training systems meet the quality of components states receive from NFA courses. This does not mean content is being evaluated, but rather to insure that all required components are submitted.

Please continue on next page

SAMPLE

6. Does this course have the following components?

LESSON PLAN:

- Yes No Course syllabus
- Yes No Instructor qualifications
- Yes No NFPA Standards/regulations referenced (if applicable)
- Yes No Course references (bibliography)
- Yes No Clearly stated learning objectives? (Note: A mere mentioning of meeting NFPA objectives does not constitute learning objectives.)
- Yes No Lesson outline
- Yes No Appropriate learning activities to reinforce learning objectives
- Yes No Appropriate student evaluation (cognitive and/or psychomotor) to measure course objectives. (Note: If the course exam is a state certification exam, please submit a separate exam of at least 25 questions)

STUDENT MATERIALS:

- Yes No Student workbook or manual
- Yes No Referenced text used (i.e., Delmar, IFSTA, NFPA, etc.)
- Yes No Activity worksheets in student materials
- Yes No Learning objectives stated in student materials
- Yes No NFPA Standards/regulations referenced (if applicable)

INSTRUCTIONAL MEDIA:

- Yes No Slides
- Yes No Overhead transparencies
- Yes No PowerPoint presentation available on CD-ROM
- Yes No Video
- Yes No Other (please explain)_____

Evaluator Recommendation

- Approve Approve with stipulations Do not approve



NFA-specific Standard Operating Procedure

Number	Date
400.6	September 2016

Course Maintenance and Distribution

- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the criteria for course maintenance and distribution.
- II. Supersession:**
- A. Replaces NFA-specific SOP 400.6, dated July 2015.
 - B. Replaces NFA-specific SOP 400.6, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 400.5, dated April 1, 2011. (Number 400.5 renumbered to 400.6 and content updated.)
 - D. Replaces NFA Instruction 400.5, dated April 1, 2011. (*Instruction* changed to Standard Operating Procedure)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:**
- A. It shall be the policy of the NFA that until such time as an NFA developed course (all formats) is removed from the NFA course catalog, the Training Specialist (TS) shall retain responsibility for its currency and maintenance.
 - B. It shall be the TS responsibility to maintain the course to meet American Council on Education (ACE) credit recommendation and International Association of Continuing Education and Training (IACET) continuing education unit criteria. Any requirements, improvements or recommendations by either ACE or IACET are to be met within their timeframe.

- VI. Standard Operating Procedures:** It shall be the policy of the NFA that courses will be released for distribution and delivery in accordance with the following procedures:
- A. Courses may be piloted on- or off-campus until such time as the TS and Instructional Systems Specialist (ISS) recommend to the Curriculum Management Committee (CMC) that it is ready to be released for delivery. This includes courses developed specifically for state-sponsored delivery.
 - B. Courses may be advertised and placed on the semi-annual course call when there are an adequate number of eligible NFA instructors to enable competitive bidding.

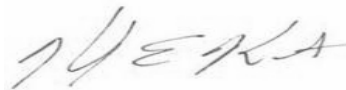
Exception: Those courses developed specifically for state-sponsored delivery.
 - C. Courses may be released upon the recommendation of the TS and ISS; and when approved for release by the CMC.
 - D. In accordance with the Curriculum Management Guide, TS's shall annually review their courses' content to make interim / incremental changes or improvements based on research or activities that occur in their particular discipline (e.g. court decisions, lessons learned, emerging issues). TS's are expected to review end of course student evaluations to identify potential areas for course improvement.
 - E. In accordance with the Curriculum Management Guide, all NFA courses shall be reviewed thoroughly every three years. The TS shall identify, in cooperation with the ISS, areas of potential improvement to maintain currency in both content and delivery method.
 - F. If end-of-course or local host evaluations identify shortcomings or corrections, the course may be recalled from general circulation and revised upon recommendation of the CMC.
 - 1. The office of the NFA Deputy Superintendent shall be responsible for notifying the state fire service training system(s) that a course has been suspended from advertising on the course call.
 - 2. If the course is recalled, it will be suspended from advertising on the course call until approved/released by the CMC.
 - G. TS's, in conjunction with ISS's, shall respond to substantive issues brought forth by instructors or students in their evaluations, class comments or Superintendent's Lunch and make corrections as needed.
 - H. Once the course has been reviewed, revised and approved by the CMC, the course version shall be changed to the new date. Note: CMC approval is not required for incremental changes.

- I. When a new course is added to the course call list, it will also be added to the State Dashboards. This will allow the states to download all course materials, and conduct state sponsored deliveries using their own instructors.

Note: The process identified in F. 1. and 2. Above apply here as well.

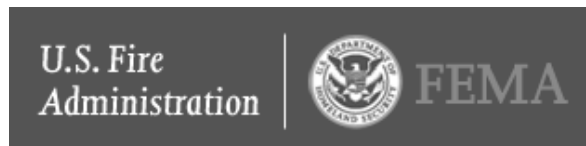
- J. The NFA will support the maintenance/updating of course content as long as the course is being delivered/sponsored by the NFA; e.g. the NFA is paying for the instructor(s). When the NFA makes the decision to discontinue delivering the course, it will be marked “inactive.” However, individual states will still have the ability to continue delivering the course in the “state sponsored” mode and receive certificates.
- K. The TS has the authority to “end-date” a course when the content becomes severely dated. When this happens, all states will be notified, and certificates will no longer be issued. NFA will submit a change sheet to the NETC Admission’s Office directing them to make the course “inactive” and to no longer issue certificates. In addition, an email notification will be sent to the state dashboard points-of-contact with the same information.

- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
400.7	September 2016

NFA Pilot Course Delivery

- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the procedures for scheduling and delivering pilot deliveries of NFA courses.

As stated in the NFA Curriculum Management Guide, “one or more pilot tests of the draft training materials, analysis of the pilot test results, and final revision of the materials based upon the results of that pilot testing is critical to the development phase.”

- II. Supersession:** Not applicable. New NFA-specific SOP created September 2016.

- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.

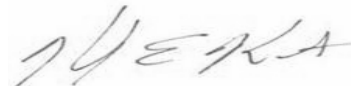
- IV. Definitions:** Refer to NFA-specific SOP 100.2

- V. Responsibilities:** It shall be the policy of the NFA that NFA courses shall be pilot tested in accordance with this SOP.

VI. Standard Operating Procedures:

- A. As part of the course development/revision process, Training Specialists (TS) and/or Instructional System Specialists (ISS) identify the need to conduct a pilot delivery of a course.
- B. The TS/ISS obtain approval to conduct pilot delivery from the Curriculum Management Committee.
- C. The TS/ISS emails the Training Administration, Planning and Analysis (TAPA) Section/Branch point of contact with the course title and proposed date.
- D. The TAPA point-of-contact checks the housing/classroom schedule to identify available date(s) for the pilot; finalizes the date with the TS/ISS staff and submits required paperwork to Admissions/Housing to finalize the reservation.

- E. The TS/ISS emails TAPA staff responsible for instructor procurement at least 6 months prior to course delivery, with date of delivery and names of instructors. The email must also include whether or not the instructor costs are being funded from the development contract, and whether they are being sole sourced.
 - F. If instructors are being sole sourced, the TS/ISS must complete the sole source justification document and submit it through their Section/Branch Chief to the TAPA Section/Branch (sample attached). The course offering will be removed from the competitive bidding process upon receipt of the sole source justification document.
 - G. If instructors are being contracted and funded from the course development contract, the same notification process applies as in paragraph E above so TAPA staff can verify the instructors have met all administrative requirements.
 - H. The TS/ISS will prepare a student recruitment notice (sample attached) for the pilot delivery, and coordinate with the TAPA point of contact to have it distributed using social media and posted on the website. The recruitment notice shall include course description, student selection criteria, application instructions, and stipend information.
Please Note: Not all pilot courses are eligible for the stipend reimbursement program, some pilots do not include the bus shuttle between the airport and campus, etc.
 - I. The TS/ISS will be responsible for ensuring that all instructional materials (Instructor Guide and Student Manual) are ready for the pilot delivery and will be responsible for providing materials to the instructor in advance.
- VII. Questions:** Questions regarding the content of this NFA-specific SOF may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific SOP 400.7a - SAMPLE RECRUITMENT NOTICE

The U.S. Fire Administration's National Fire Academy is seeking students to help pilot test the two new 6-day courses in the Fire Inspection Principles series. Fire Inspection Principles I will be held January 24 – 29, 2016 and Fire Inspection Principles II will be held the following week, January 31 – February 5, 2016. Please note that you are required to attend BOTH weeks of training.

Fire Inspection Principles I (P0390): This 6-day course introduces the student to the fundamental methodology for application of fire and life safety codes and standards.

Fire Inspection Principles II (P0391) This 6- day course introduces the student to the fundamental methodology for application of the requirements for fire protection systems, including detection, notification, fire control and extinguishment, and mitigation of fire-related hazards, with special emphasis on fire alarm and fire suppression systems.

Although these courses contain many of the basic principles of code enforcement, more experienced code inspectors and officials may find it useful as a review of essential methodologies and as a useful update to current code enforcement applications. It is not the intent of this course to present specific code requirements, however the focus is more on the methodology of the use of these requirements.

Fire Inspection Principles I (P0390) Course Dates: January 24 – 29, 2016

Fire Inspection Principles II (P0391) Course Dates: January 31 – February 5, 2016

Student Selection Criteria:

- Individuals with at least one year's experience whose primary duties are those of a full-time code enforcement inspector/officer.
- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression COs responsible for in-service fire code enforcement activities.

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

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at www.usfa.fema.gov/training/nfa/courses/online.html. Chief's signature attests that the applicant has completed this required training.

Here's How to Apply:

Students interested in attending these two pilots must submit the FEMA Form 119-25-1, General Admissions Application available for downloading at:

<http://www.usfa.fema.gov/training/nfa/admissions/apply.html>

Because you are required to attend both of these pilot offerings, please submit **TWO** applications, one for each course.

Submit your completed applications to the NETC Admissions Office not later than **December 1, 2015** via mail, fax, or email:

NETC Admissions Office
16825 South Seton Avenue
Emmitsburg, MD 21727
Fax: 301-447-1441
Email: netcadmissions@fema.dhs.gov

Do not make plans to attend this course until you have received your acceptance notification from the NETC Admissions Office.

Stipend reimbursement is available for qualified students through the Student Stipend Reimbursement Program following your successful completion of the courses.

**NFA-specific SOP 400.7b – Sample Sole Source Justification
National Fire Academy Instructional Delivery Service Requirements
Micropurchase Threshold (\$3,500.00 and below)**

Identification of Sole Source Vendor: *Name/Contact Information*

Statement of Availability: *Include period of performance /dates and verification that the sole source vendor is available during this timeframe.*

Description of Service Requirement: *Please indicate if the standard contract instructor statement of work can be used to describe this requirement. If NOT, the requestor must provide a specific description of services sought*

Rationale for Sole Source Selection: *Why is this vendor being singled out for a specific contract award? What uniquely qualifies them for this award?*

Name of Requestor: *Name of Training Specialist/Instructional Systems Specialist*

Supervisory Concurrence: *Branch/Deputy and Section Chief must approve all sole source requests.*

FEMA Sole Source Justification
For Actions: OVER the Micropurchase Threshold (\$3,500.00)

Date:

**Justification for
Other Than Full and Open Competition**

Part I

1. **Agency.** (Identification of Requiring Office, COTR, Address, Agency, Telephone Number, Facsimile Number, Email Address.)
2. **Nature and/or description of the action being approved.** (List the name and address of the proposed contractor(s).)
3. **Description of the supplies or services required to meet the agency's need.** (Provide a detailed description of requirement.)
4. **Estimated value of the acquisition.** (Insert the total estimated value and relevant details of the IGCE.)
5. **Authority for acquiring the supplies or services on other than a full and open competitive basis.** (Check applicable exception and provide a justification to include a demonstration that the proposed contractor's unique qualifications or the nature of the acquisition requires use of the authority cited below the selection.)

Authority is FAR 6.302-1, only one responsible source and no other supplies or services will satisfy agency requirements.

Authority is FAR 6.302-2, unusual and compelling urgency.

Authority is FAR 6.302-5, authorized or required by statute. (Check one.)

Qualified Nonprofit Agencies for the Blind or other Severely Disabled— 41 USC 46-48c.

Government Printing and Binding—44 USC 501.

Sole source award under the 8(a) Program—15 USC 637.

Sole source award under the HUBZone Act of 1997—15 USC 657a

Sole source award under the Veterans Benefit Act of 2003—15 USC 657f

Authority is FAR 8.4, brand name specifications or less than three sources are being considered under Federal Supply Schedule.

Justification:

6. Additional supporting facts for the acquisition:

- a. If only one source is the basis for the J&A, explain why technical data packages, statements of work or purchase descriptions suitable to maximize competition to the maximum extent practicable have not been developed or are not available.
- b. If the proposed acquisition is a follow on acquisition, an estimate of the cost to the government that would be duplicated by awarding to a different contractor and how that estimate was derived.
- c. If the new work is a logical follow-on to an original Federal Supply Schedule order was the original order placed in accordance with the applicable Federal Supply Schedule ordering procedures? (Note: The original order must not have been previously issued under sole source or limited source procedures.)
- d. If the basis of a sole source is unusual and compelling urgency, furnish data, estimated cost or other rationale as to the extent of harm to the government if competition were obtained.

7. Actions taken to removal of barriers to competition. (Provide a statement of the actions, if any, the agency may take to remove or overcome any barriers to competition before any subsequent acquisition for the supplies or services required.)

I certify this requirement meets the Government’s minimum need and that the supporting data, which forms a basis for this justification, is complete and accurate.

Technical Representative

Date

PART II

- 1. **Description of efforts made to ensure that offers are solicited from as many potential sources as is practicable and listing of the sources, if any that expressed, in writing, an interest in the acquisition.** (Insert details here including whether a notice was or will be publicized as required by Subpart 5.2 and, if not, which exception under 5.202 applies.)
- 2. **Market Research.** Additional or no additional market research was conducted to determine potential sources because/or the results were: (provide a description of the market research conducted and the results or a statement of the reason market research was not conducted)

3. **Determination by the contracting officer that the anticipated cost to the Government will be fair and reasonable.** I have determined that the anticipated price(s) will be fair and reasonable based on the following: (Insert details here).

Based on the estimated acquisition value identified above, I concur with and approve the above justification:

Contracting Officer's Signature
(Greater than \$100,000.00)

Date

Office of Chief Counsel
(Reviews Greater than \$100,000.00
and provide Legal Advice, as applicable)

Date

Competition Advocate's Signature
(Greater than \$550,000.00)

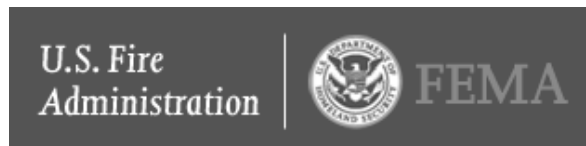
Date

Head of the Contracting Activity's
Signature
(Greater than \$11,500,000.00)

Date

Chief of the Procurement Office, DHS
Signature
(Greater than \$57,000,000.00)

Date



NFA-specific Standard Operating Procedure

Number	Date
400.8	September 2016

American Council on Education Credit Recommendations

I. Purpose:

This NFA-specific standard operating procedure (SOP) outlines the procedures involved with the review of NFA courses by the American Council on Education (ACE). Courses presented at NFA are equal in difficulty to those at the college/university level. Although the NFA itself is not an accredited institution, completed NFA courses may contribute credits towards a college degree program.

ACE reviews and issues credit recommendations for new NFA courses, and requires that courses be reviewed every 3 years to validate and maintain their previous credit recommendation. NFA courses, along with their credit recommendation are listed in the ACE National Online Guide on their website at: <http://www2.acenet.edu/credit/?fuseaction=browse.getOrganizationDetail&FICE=300536>

II. **Supersession:** Not applicable. New NFA-specific SOP created September 2016.

III. **Authority/Reference:** 15 U.S.C. § 2206 (c) "Powers of Superintendent".

IV. **Definitions:** Refer to NFA-specific SOP 100.2

V. **Responsibilities:** This NFA-specific SOP is applicable to all NFA staff. It shall be the Training Specialist (TS) responsibility to maintain/update the courses in their respective curriculum areas to meet ACE credit recommendation criteria. Any requirements, improvements or recommendations by ACE are to be met within the established timeframe.

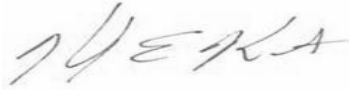
VI. Standard Operating Procedures:

A. It shall be the policy of the NFA that all newly developed courses will be reviewed by ACE for credit recommendation. Courses that have been awarded an ACE credit recommendation, will be submitted every three years for a re-review to validate and maintain their previous credit recommendation.

NFA-specific SOP 400.8 – American Council on Education Credit Recommendations

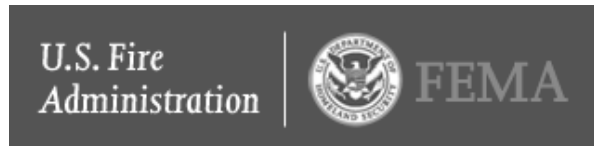
- B. The NFA/TAPA point of contact (POC) with ACE will prepare a list of courses (both new and re-review) that are due for a review. The list will be forwarded to the Training Specialists (TS), Instructional Systems Specialists (ISS), and NFA management for review. The TS will designate whether the course should/should not be added to the review list for that year.
- C. The NFA/TAPA POC consolidates the lists from the TSs, and sends it to the Curriculum Management Committee (CMC) for review/approval.
- D. After the CMC has approved the final list, it is forwarded to ACE to make preparations for the review.
- E. TSs, in conjunction with the ISS staff should review all course materials and make any necessary changes to the course prior to the ACE review date.
- F. The NFA/TAPA POC will forward the required ACE documents (ACE Course Data Form) to the TS for completion. Completed documents will be sent to the ACE Review Panel for preview prior to the review at the NETC.
- G. The NFA/TAPA POC will prepare and submit all necessary documents for the review; i.e., 40-1, Statement of Work, Cost Estimate, Security Access Request, Classroom set-up Task Order, etc.
- H. The NFA/TAPA POC will request all course materials for each course on the review list from the USFA/NFA Program Support contractor.
- I. A “quality check” will be performed by the TS/ISS staff to confirm all materials are ready prior to the review.
- J. Requisite NFA staff will be available during the review dates to answer questions that may surface during the review.
- K. Upon review completion, ACE will submit a final report containing their credit recommendations, which will be forwarded to all staff, and will also be included in the NFA course descriptions and NFA catalog.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the Office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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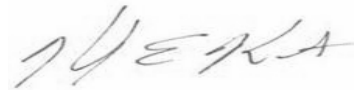
NFA-specific Standard Operating Procedure

Number	Date
400.9	September 2016

Developing/Publishing Coffee Break Bulletins (CBB)

- I. **Purpose:** This NFA-specific standard operating procedure (SOP) describes the process for developing and publishing (CBB), which is a one-page training bulletin disseminated through a subscription service that provides information and training for fire and emergency services.
- II. **Supersession:** Not applicable. New NFA-specific SOP created September 2016.
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** This NFA-specific SOP is applicable to employees of the NFA.
- VI. **Standard Operating Procedures:**
 - A. The Training Specialists (TS) are responsible for developing CBB for their curriculum areas.
 1. Learning objectives are not required;
 2. There will be no bundling and testing/assessment;
 3. Continuing Education Units will not be awarded;
 4. Pictures must have release permissions on file and noted under the picture;
 5. Copyright permissions (if applicable) must be secured and provided to the USFA/NFA Program Support Contractor for file retention;

6. The edition must be annotated when referencing codes and/or standards (e.g., NFPA, ICC, etc.); and
 7. Contact information must be listed at the bottom of the bulletin (e.g., For more information about)
- B. The TS have the option of working with their contract instructors to provide support for CBB content development. This is part of the contract instructor's non "on-the-platform" responsibilities which is delineated in their statement of work.
- C. After developing a CBB, the TS forwards the material to the Program Support Assistant, Leadership and Fire Risk Reduction Branch for formatting and posting on the USFA web site and dissemination through the CBB ListServ through GOVDelivery.
- D. The individual CBB releases will be removed from the USFA web site after a period of three years.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the Office of the NFA Deputy Superintendent at (301) 447-1083.



Dr. Kirby Kiefer
Deputy Superintendent
National Fire Academy

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.



NFA-specific Standard Operating Procedure

Number	Date
500.1	September 2016

Contract Instructor Recruitment and Selection

- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the administrative procedures for the recruitment, selection, and placement of eligible instructors for NFA courses.
- II. Supersession:**
- A. Replaces NFA-specific SOP 500.1, dated September 2016. (Updated information in paragraphs 4 and 5 on page 3.)
 - B. Replaces NFA-specific SOP 500.1, dated July 2015.
 - C. Replaces NFA-specific SOP 500.1, dated January 2015. (Contact information and signature block updated.)
 - D. Replaces NFA SOP 500.1, dated April 1, 2012.
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:** It shall be the policy of the NFA that instructor recruitment and selection shall be in accordance with this SOP. Variations from the specific procedures are permitted when in the best interest of the government. (FAR Subpart 1.102 (d)).
- VI. Standard Operating Procedures:**
- A. Instructor Application Review and Processing:
 - 1. The NFA is always searching for well-qualified persons who are expert and current in their discipline to become eligible instructors. Instructors shall be recruited from as diverse a qualified population as possible.
 - 2. The Training Specialist (TS) is responsible for maintaining an adequate instructor pool to meet course demands. This will be identified in the

- course management plan and approved by the Curriculum Management Committee.
3. The instructor candidate submits his/her application package to the NFA instructor applicant mailbox: fema-nfainstructorapp@fema.dhs.gov
Please note: This is a shared mailbox.
 4. The appropriate Section/Branch administrative staff forwards the application package to the appropriate Section/Branch Chief for review to determine if all of the required documents were provided and sends an email within **5** business days to the instructor candidate to confirm receipt of his/her application package. *Please note: the required documentation may vary for each course and/or curriculum area, please reference the following link for course specific requirements:*
http://www.usfa.fema.gov/training/nfa/instructors_officials/criteria.html
 5. If the application package is incomplete, the Section/Branch Chief creates a list of deficiencies and sends the application package back to the instructor candidate via email with a “cc” to the administrative staff.
 6. If the application package is complete, the Section/Branch Chief will forward it with a check to the appropriate TS who will compare the applicant credentials to the published instructor qualification criteria. This must be completed within **15** working days (except for vacation, travel, deployment, and illness).
 7. If the TS does not approve the instructor candidate’s application package, the Section/Branch Chief will send a rejection email to the applicant, with a “cc” to the appropriate TS and the administrative staff.
 8. If the TS approves the candidate instructor’s application, he/she forwards the instructor name, address, phone number(s), email address, appropriate course name, course code, and role(s) to the appropriate Section/Branch Chief. The appropriate Section/Branch administrative staff then enters the information into the NFA Instructor Tracker/Enterprise Shared Workspace (ESW).
 9. The Section/Branch Chief/administrative staff sends a letter to the instructor candidate informing them of their acceptance status and the required next steps, e.g., the Administrative Requirements which includes Suitability Determination and the DUNS/SAM registration. In addition, the instructor candidate may also be required to complete the class (if he/she has not already done so) and/or demonstrate their teaching skills.
Please note: the TS is responsible for coordinating the student “Special Admit” process through their Section/Branch Chief for the approval of the Deputy Superintendent and also making the necessary arrangements to evaluate their technical expertise and teaching performance. A “cc” copy

of the acceptance status letter is sent to the Training Administration, Planning and Analysis (TAPA) Section who is responsible for coordinating the administrative requirements.

- B. Administrative Requirements: The TAPA Section/Branch will pull the approved instructor contact information from the NFA Instructor Tracker/ESW and initiate the Suitability Determination process.

Suitability Determination:

1. The NFA is required to obtain updated fingerprint cards from its Instructors every two years. *Please note: Instructors who had previously been adjudicated through the e-QIP process remain current for 5 years.*
2. While fingerprint checks are valid for two years, they must be followed by an NCIC computer check on the one-year anniversary of the fingerprint check. TAPA Section/Branch will contact instructors to request the necessary information for the NCIC check which includes: full name, date of birth, place of birth, and social security number. Instructors may provide the information directly to the TAPA Section/Branch or they can send the information directly to Management Operations and Student Support (MOSS) Division/Security Specialist. *Please note: MOSS will initiate the NCIC computer checks and will only notify EMI or NFA if there is a problem.*
3. The TAPA Section/Branch will mail the instructor a package that contains instructions for the completion of the Fingerprint Request Form/FEMA-Form 121-2-1 (with highlighted areas that must be completed) along with two (2) fingerprint cards and a postage-paid return envelope.
4. Instructors who are located outside the Emmitsburg, Maryland commuting area may take the documents to their local police to obtain the fingerprints and return them to MOSS in the postage-paid envelope. *Please note: Instructors must be sure to have two forms of identification (U.S. Passport or a Driver's License **and** their Social Security Card) when they go for their fingerprints.*
5. Instructors who have access to the NETC or a FEMA facility can schedule an appointment by visiting <https://dhs.authentx.com> Fingerprints taken at NETC will immediately be sent to the FEMA-Intake/Compliance section for processing. *Please note: Instructors must be sure to have two forms of identification (U.S. Passport or a Driver's License **and** their Social Security Card) when they go for their fingerprints.*
6. Instructors who complete their fingerprint cards at another facility must return the two (2) fingerprint cards and the signed Fingerprint Request Form (pages 1 and 2) back in the Business Reply envelope (provided). MOSS will then send the packet to the FEMA-Intake/Compliance/Fingerprint Section for a background/fingerprint check.

7. Both MOSS and the TAPA Section/Branch receive the approval/disapproval information from FEMA Headquarters. Instructors also receive notification from the FEMA-Intake/Compliance Section regarding the results of their background/fingerprint check. *Please note: The timeframe for the approval process ranges from 4-6 weeks.*

DUNS/SAM:

1. All potential new NFA Instructors must obtain a DUNS number from Dunn and Bradstreet. Specific instructions on how to obtain a DUNS number can be found at: www.dnb.com
2. All potential new NFA Instructors must register their DUNS number in the SAM and have a valid registration before they can contract with the government. Specific instructions regarding SAM registration can be found at: www.sam.gov. *Please note: Instructors must update their SAM registration annually.*
3. The TAPA Section/Branch will send reminder emails at the 30, 60 and the 70 days marks to inquire about the instructor candidate's status in completing the fingerprint packet and also the DUNS number and SAM registration requirements. If the TAPA Section/Branch has not received a reply from the candidate instructor after the 70 day mark, an email message will be sent to the TS to notify them. The TS will follow up with the candidate instructor to confirm their continued interest in becoming an NFA instructor and to inform them that they will be removed from the process if the requirements are not completed within the next 10 days.

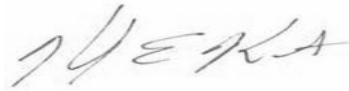
C. Final Approval/Notification to Bid:

1. After the candidate instructor has met all of the administrative requirements, the TAPA Section/Branch will notify the TS, the Section/Branch Chief and the administrative staff.
2. The Section/Branch Chief will check one last time with the TS before sending a letter to the candidate instructor informing them that they are eligible to teach with a "cc" copy to the TAPA Section/Branch the TS and the Section/Branch administrative staff.
3. The Section/Branch administrative staff will initiate a USFA/NFA Program Support Contract task request to send a complete set of the course materials to the new instructor.
4. The TAPA Section/Branch will add the new instructor and his/her course eligibilities into the NFACourses System. This will provide the new instructor with immediate access to a web-based instructor portal where

he/she can view instructional opportunities, submit bids, view end-of-course evaluation reports and download instructor guide materials.

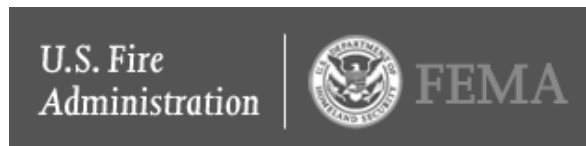
5. The TAPA Section/Branch will send the new instructor an email with bidding instructions and other pertinent information. *Please Note: Existing instructors who receive added course eligibilities will also receive an email notification.*
6. All instructor applications/supporting documentation will be maintained in a central repository by the respective Section/Branch administrative staff.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
500.2	September 2016

Processing Complaints Regarding Contract Instructors

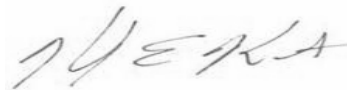
- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the procedures for documenting and processing complaints regarding contract instructor physical or on-line classroom performance and/or conduct.
- II. Supersession:**
- A. Replaces NFA-specific SOP 500.2, dated July 2015.
 - B. Replaces NFA-specific SOP 500.2, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 500.2, dated November 1, 2009.
 - D. Replaces NFA Instruction 500.2, dated November 1, 2009. (*Instruction* changed to Standard Operating Procedure.)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:** It shall be the policy of the NFA that physical or on-line classroom performance or conduct complaints received regarding contract instructors shall be processed in accordance with this SOP.
- VI. Standard Operating Procedures:**
- A. Upon the receipt of a complaint or issue with any contract instructor for any NFA course, the staff member receiving the complaint shall document the receipt of the complaint or issue. The complaint or issue must be in writing from the person or agency making the complaint. Documentation shall include the date and time the complaint was received, the nature of the complaint/issue, facts surrounding the incident, and the name and position of the person who made the complaint.
 - B. The staff member shall consult with the Deputy Superintendent who shall determine if the complaint/issue is a classroom performance or a conduct matter.

- C. For classroom performance matters, the Training Specialist (TS) responsible for that course shall be responsible to determine the facts, document, and make recommendations for resolution of the issue. For courses conducted off-campus and those conducted through the State Weekend Program, the TS shall work with the other assigned TS and the state sponsor.

After investigating the incident and determining the facts; if corrective action is needed, the following steps shall be followed:

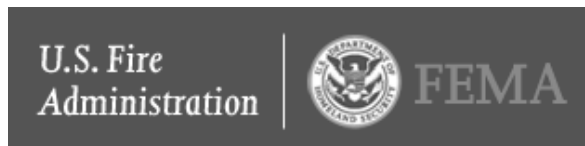
1. The first step in this process is an oral warning issued by the TS to the instructor regarding the performance matter along with specific recommendations for improvement. The TS may include recommendations for the formative observation or summative evaluation of the instructor in accordance with NFA-specific SOP 500.3, Contract Instructor Observation and Evaluation.
 2. The second step in this process is a written letter issued by the TS to the instructor to document that the performance matter has not been corrected.
 3. The third and final step in this process is a written letter issued by the Deputy Superintendent to the instructor notifying them that their performance has not improved. This letter will provide the instructor with a 14-day window in which they may respond.
- D. For conduct matters, the Deputy Superintendent shall be responsible to take immediate action in accordance with NETC policies and procedures.
- E. If the complaint alleges discrimination, harassment, failure to complete contractual obligations, violation of the Human Dignity Statement, or intentionally providing incorrect information to students, the person having knowledge of the incident shall immediately notify the TS, the respective Section/Branch Chief in that chain-of-command and the Deputy Superintendent.

- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
500.3	July 2015

Contract Instructor Observation and Evaluation

- I. Purpose:** This NFA-specific standard operating procedure (SOP) establishes a contract instructor observation and evaluation process to improve the quality of instruction and delivery. It will:
- A. Satisfy curriculum accreditation standards by maintaining a contractor instructor formative observation program independent from, but in concert with, the end-of-course evaluations performed by students.
 - B. Provide Training Specialists (TS), Instructional Systems Specialists (ISS) and contract instructors a consistent program and standard instrument to observe contract instructors for performance improvement if needed.
 - C. Create objective developmental, rather than judgmental, formative observation criteria to improve instructional delivery.
 - D. Conduct observations of appropriate length by trained evaluators with diverse backgrounds.
 - E. Satisfy curriculum accreditation standards by performing periodic instructor observations
 - F. Adequately document all observations, findings, and recommendations.
- II. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- III. Definitions:** Refer to NFA-specific SOP 100.2
- IV. Responsibilities:**
- A. It shall be the policy of the NFA that contract instructor observation and evaluation is adopted in accordance with this SOP.
 - B. By accepting an instructional contract with the NFA, instructors are automatically subject to the provisions of this observation and evaluation program, and shall uphold and support them without compromise or exception.

- C. A copy of this SOP, including the observation instrument, shall be made available to all contract instructors.

V. Standard Operating Procedures:

A. Observers:

1. An observer is an NFA TS, ISS, Section Chief, or Deputy Superintendent who has been trained to perform contract instructor classroom and laboratory observations.
2. Observers shall perform the contract instructor formative observations.

B. Training Requirements:

1. All observers shall be provided a copy of this NFA-specific SOP, and shall document that they have read it, prior to conducting an evaluation.
2. A document containing “Guidelines for Effective Observers” can be found at Attachment 1 of this NFA-specific SOP.

C. Formative Observations:

1. Formative observations are conducted on a periodic basis to assure that the high standards of NFA classroom teaching and facilitation are maintained, and to satisfy curriculum accreditation standards.
2. Formative observations are intended to observe instructional skills and classroom behavior to provide feedback for the purpose of improving teaching.
3. Observers shall meet privately with the contract instructor prior to the course delivery to explain the observer’s objectives for the class and review the formative observation instrument.
4. Observers must be sensitive to different teaching and facilitation styles, and remember that the instructor’s goal is effective, high quality delivery. Not all courses are suited to “lecture style” learning, so the observer must be flexible in his/her interpretation of how the goals are met.
5. Observers shall document their findings on Form 500.3.1, (Formative Observation Instrument). (See Attachment 2 of this NFA-specific SOP.)

D. Post-Observation Debriefing:

1. The observer shall meet with the contract instructor within 24 hours of the class evaluation to review and discuss the results of an observation.

2. The “Outline for Post-Observation Debriefing” document can be found at Attachment 3 of this NFA-specific SOP.


E. Frequency:

1. Conduct one observation per contract instructor, per calendar year.
2. Newly hired contract instructors shall be observed during their first three on-campus deliveries.
3. It shall be conducted when there is evidence from end-of-course student evaluations that an instructor’s performance is declining.

F. Recordkeeping/Documentation:

1. Originals of instructor formative observations, and related correspondence, shall be maintained securely in the office of the Deputy Superintendent.
2. TS responsible for a curriculum area may keep copies of instructor formative observations, and related forms and correspondence, so long as they are maintained in a secure manner.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Acting Superintendent
National Fire Academy

Attachments (3)

1. Guidelines for Effective Observers
2. Form 500.3.1 - Formative Observation Instrument
3. Outline for Post-Observation Debriefing

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GUIDELINES FOR EFFECTIVE OBSERVERS

Our task as observers is to determine if the instructor and his or her delivery is effective, not whether the instructor conforms to our own teaching and learning experiences. There are many ways to be effective.

The primary characteristics of effective observers are closely related to the characteristics of good teachers. A good observer:

1. Has sensitivity; can empathize with the person being observed.
2. Sees teaching improvement as an important objective in the observation process.
3. Is reflective about his or her own skills.
4. Is a good listener.
5. Has the ability to give advice and give constructive feedback.
6. Takes the observation process seriously and carefully prepares for the observation.
7. Accepts the validity of different teaching methods and styles; even with they differ from his or her own.

These characteristics consistently appear in the literature on peer observation and successful programs emphasize the necessity of keeping them constantly in mind when performing observations.

By contrast, poor observers may fall into one or more of the errors listed below:

1. *The “Halo Effect:”* allowing one positive factor to outweigh all other aspects of the assessment.
2. *The “I Don’t Like Your Face” Effect:* Allowing one negative factor to outweigh others.
3. *Leniency:* Being uncritical in order to avoid controversy.
4. *Central Tendency:* Evaluating everyone as “average” because it is less trouble.
5. *Tunnel Vision:* Focusing on only one part of the performance rather than the entire picture.
6. *Going through the Motions:* Not taking the evaluation seriously or making up your mind in advance.
7. *I’m the Expert:* Using your own performance as criteria for judgment rather than agreed-upon evaluation standards.
8. *“Gotcha!”* Using the evaluation for political purposes or personal revenge.

One problem that surfaces consistently in the early stages of peer observation programs is the difficulty in keeping an open mind about teaching styles and methods different from our own. One should be very cautious about absolute statements such as “you should never use PowerPoint slides that way,” or “Examples should be only explained this way.”

(Reprinted from the University of North Carolina higher education system
<http://ctl.unc.edu/fyc15.html>)

Instructor Observation		Date						
Instructor (Last Name, First Name)		Time (Start/Stop)						
Observer (Last Name, First Name)	Course Title	Subject/Unit						
Observation Type Qualification _____ Scheduled _____ Follow-up _____								
Legend: O – Outstanding E – Excellent S – Satisfactory NI – Needs Improvement NA – Not Applicable								
Instructions: Enter an “X” under “YES” or “NO” and applicable rating in Section I. “NA” applies to items that are not applicable to the lesson presented. “NI” ratings require a short justification in the “Comments” block on the reverse side of the form (reference item number). “NI” ratings will be followed up at the next scheduled course of instruction.								
SECTION I		ITEM		Rating				
				YES	NO	O	E	S
A. TEACHING PREPARATION								
1.	Lesson plan/other teaching guides approved by TS?	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
B. INSTRUCTIONAL SKILL AND ABILITY								
2.	Was prepared for class			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Stated lesson overview and included clear statement of objectives.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Established a need for students to listen.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Used appropriate techniques (examples, scenarios) to assist and motivate students to learn.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Encouraged student involvement.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Used training aides effectively.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Displayed natural mannerisms (movement) and maintained eye contact.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Verbalized effectively (i.e., good volume/tone/pitch/speed/grammar) and avoided verbal distracters.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Used effective question and answer technique.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Emphasized key points.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Maintained control of class.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Demonstrated thorough knowledge of subject/procedures.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Demonstrated poise and set positive example of dress and behavior.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Managed time effectively/completed all phases of lesson, reviewed main points in lesson summary.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Provided clear and concise answers and examples during lesson review exercises.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Students given the opportunity to ask questions to reinforce the learning objectives.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. ADDITIONAL ITEMS

			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION II. OVERALL PERFORMANCE RATING

Outstanding	85% or more items rated “Outstanding.” No items rated “Needs Improvement.”
Excellent	75% or more items rated “Excellent.” No items rated “Needs Improvement.”
Satisfactory	75% or more items rated “Satisfactory” or higher. No more than 25% of items rated “Needs Improvement.”
Needs Improvement	26-39% of items rated “Needs Improvement.”
Unacceptable	40% or more of the items rated “Needs Improvement.”

SECTION III. RECOMMENDATIONS FOR IMPROVEMENT OR GENERAL COMMENTS

SECTION IV. SIGNATURE OF OBSERVER

Printed Name of Observer	Signature of Observer	Date

OUTLINE FOR POST-OBSERVATION DEBRIEFING

In the post-observation debriefing, the session will be most productive if the instructor is permitted to speak first about the class session. Encourage the instructor to discuss positive aspects of the session first. If successful aspects of the session are treated secondarily they may not be discussed at all.

While it is easier to focus on changes, positive aspects of the instructor's teaching need to be recognized so they can be continued.

Questions to ask the contract instructor:

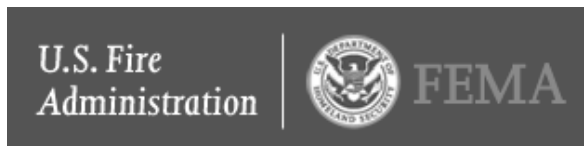
1. What instructional strengths did you demonstrate in the class session?
2. What changes would you make in the way that you conducted the class session?
3. What additional questions or concerns do you have about this observation?
4. What changes would make this observation process more helpful?
5. Were there any surprises for you in this process?
6. Do you have any questions or concerns that you would like us to address?

Questions for the observer/evaluator:

1. What instructional strengths did you observe in the class session?
2. What changes would you suggest for the instructor to improve the class session?

Alternative post-observation discussion prompts for contract instructor:

1. Was this a typical class? How was it the same? How was it different?
2. How do you think the class went? What do you think worked well in this class? How can you use what worked well in your next class?
3. What do you think your strengths are? How can we build on your strengths?
4. If you could teach the same class again, what would you do the same way—and why? What would you do differently—and why?
5. I noticed that you [describe strategy, i.e. called students by name, moved all around the classroom, lectured from your notes, did not answer students questions]. Why did you choose that strategy? Did the students respond as you expected? Were you satisfied with the student's responses?
6. What were your objectives in doing [describe strategy]? Did you feel that you were successful in meeting these objectives? Why or why not?
7. Did you model the activities/behaviors that you wanted?
8. What do you think would happen if you [describe strategy]?
9. Could you have asked something different besides [quote question] to get the response you wanted?
10. Why did you react [describe reaction]?
11. What areas do you want to improve? How might you do that?
12. What did you learn from teaching this class?
13. What made this class different from others you have taught?
14. When you said, [quote something said], I thought/felt [describe your reaction].



STANDARD OPERATING PROCEDURE

Number	Date
500.4	September 2016

Administrative Requirements for National Fire Academy (NFA) Contract Instructors and Subject Matter Experts (SMEs)

- I. **Purpose:** This NFA-specific standard operating procedure (SOP) outlines the administrative procedures that NFA contract instructors and subject matter experts must comply with to maintain eligibility to teach and/or participate in course development activities for NFA courses. *Also see NFA-specific SOP 500.1 – Contract Instructor Recruitment and Selection.*
- II. **Supersession:** Not applicable. New NFA-specific SOP created September 2016.
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** This NFA-specific SOP is applicable to all contract instructors and SMEs.
- VI. **Standard Operating Procedures:**

Contract Instructors:

- A. After the candidate instructor is recommended to teach by the Training Specialist (TS), their contact information is entered into the NFA Instructor Tracker/ESW, and the Training Administration Planning and Analysis (TAPA) Branch staff member initiates the Suitability Determination process, which includes:
 1. **Suitability Determination:** To become an eligible contract instructor and be placed in an active bidding status, candidates must submit their fingerprints along with FEMA Form 121-2-1 and receive a favorable finding.
https://www.usfa.fema.gov/training/nfa/instructors_officials/admin.html A National Crime Information Center (NCIC) check will be run one year from the anniversary date of the fingerprint check to

NFA-specific SOP 500.4 – Administrative Requirements for NFA Contract Instructors and Subject Matter Experts

determine continued suitability. This process will be repeated for all NFA contract instructors every two years. Failure to maintain favorable fingerprint and NCIC checks will result in the contract instructor being placed in an inactive status and no longer considered eligible to bid on course offerings.

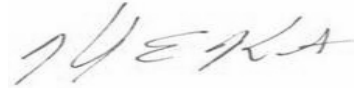
2. Data Universal Numbering System (DUNS): Contract instructors must have a DUNS number. Specific instructions on how to obtain a DUNS number can be found at: www.dnb.com.
 3. System for Award Management (SAM): Contract instructors must register in SAM and have a valid registration before they can contract with the government. Specific instructions regarding SAM registration can be found at: www.sam.gov. *Please note: instructors must renew their SAM registration each year.*
- B. After all administrative requirements are met, the instructor will receive a letter from the Branch Chief informing of their eligibility to teach.
- C. The TAPA Branch staff will send the new instructor an email with bidding instructions and other reference information.

SMEs:

- A. If a TS requests an SME be contracted to teach a course delivery, the TS must ensure the contact information for the SME is entered into the NFA Instructor Tracker/ESW (completed through their respective administrative staff). The SME must adhere to the same administrative requirements process outlined above for suitability determination, DUNS and SAM.
- B. If the SME is also a contract instructor, it is the responsibility of the TS to notify the TAPA Branch 6 months in advance of the course delivery to allow TAPA Branch staff time to verify all administrative requirements have been met.

NFA-specific SOP 500.4 – Administrative Requirements for NFA Contract Instructors
and Subject Matter Experts

- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Nothing in this standard operating procedure shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.



NFA-specific Standard Operating Procedure

Number	Date
600.1	September 2016

Course Delivery Partnerships

- I. **Purpose:** This NFA-specific standard operating procedure (SOP) describes the framework where the NFA will enter formal partnerships with other organizations and agencies to deliver courses.
- II. **Supersession:**
 - A. Replaces NFA-specific SOP 600.1, dated July 2015.
 - B. Replaces NFA-specific SOP 600.1, dated January 2015. (Contact Information and signature block updated.)
 - C. Replaces NFA SOP 600.1, dated April 1, 2011.
 - D. Replaces NFA Instruction 600.1, dated April 1, 2011. (*Instruction* changed to Standard Operating Procedure)
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** It shall be the policy of the NFA that it will use a state fire training agency as identified by legislation or statute to deliver its sponsored training.
- VI. **Standard Operating Procedures:**
 - A. For NFA sponsored training, the NFA shall use contract instructors who deliver courses to meet American Council on Education (ACE) and International Association of Continuing Education & Training (IACET) standards. The rigorous standards and processes that NFA employs to recruit, vet, evaluate and retain NFA instructors are an important element in maintaining NFA’s academic rigor, integrity and credibility, as well as NFA’s curriculum requirements with ACE and IACET.

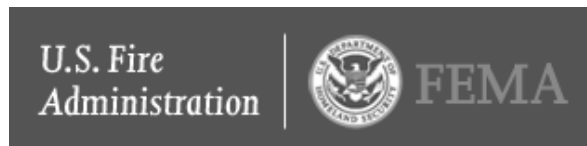
- Students who successfully complete NFA-sponsored courses are eligible to earn an NFA-sponsored end-of-course certificate, and may be eligible for ACE and IACET credit.
- B. State fire training agencies may use their certified instructors and may teach to national consensus standards.
- Students who successfully complete state-sponsored courses are eligible to earn a state-sponsored end-of-course certificate, but are not eligible for ACE or IACET credit.
- C. The NFA and the state fire training systems collect student attendance and performance records and maintain them in accordance with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
- D. Any organization that wishes to formally partner with the NFA shall meet this standard and be able to provide proof of same.
- E. Federally appropriated funds may not be used to assist non-governmental organizations to develop or deliver training for which non-governmental organizations received a Federal grant.
- F. In accordance with the USFA Reauthorization Act of 2008, the United States Fire Administrator may enter into a contract with nationally recognized organizations that have established on-site training programs that comply with national voluntary consensus standards for fire service personnel to facilitate the delivery of the education and training programs.
- G. In accordance with 15 USC 49 § 2206 (m) 2 A, the Fire Administrator may not enter into a contract with a nationally recognized organization unless the organization provides training that leads to certification by a program that is accredited by a nationally and/or regionally accredited institution that is recognized by the U.S. Department of Education; or the Fire Administrator determines if the training is of equivalent quality to an accredited fire service training program.
1. When making a decision, the Fire Administrator may consider the fact that an organization has provided a satisfactory fire service training program pursuant to a cooperative agreement with a Federal agency as evidence that such a program is of equivalent quality to a fire service training program.
 2. The amounts expended by the Fire Administrator to carry out this subsection in any fiscal year shall not exceed 7.5 percent of the appropriated amount. See 15 USC 49 § 2206 (m) 3.

- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent, at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
700.1	September 2016

Code of Conduct

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) establishes a Code of Conduct for National Fire Academy (NFA) students.
- B. It is not possible to list all acts of misconduct/disorderly conduct that can occur on campus or in the classroom, but students are required to exhibit the highest forms of good manners, behavior, and respect for the NFA community and its inhabitants.
- C. Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors are considered breaches of this Code of Conduct.

II. Supersession:

- A. Replaces NFA-specific SOP 700.1, dated July 2015. (Title changed from Academic Code of Conduct to Code of Conduct.)
- B. Replaces NFA-specific SOP 700.1, dated March 2015. (Contact information and signature block updated.)
- C. Replaces NFA-specific SOP 700.1, dated January 2015. (content updated to include information on mediated and self-study courses and the policies and procedures contained in the EFOP Handbook.)
- D. Replaces NFA SOP 700.0, dated December 22, 2011. (700.0 renumbered to 700.1 and content updated)
- E. Replaces NFA Instruction 700.0, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure)

III. Authority/Reference: 15 U.S.C. § 2206 (c) “Powers of Superintendent”.

IV. Definitions: Refer to NFA-specific SOP 100.2

V. Responsibilities:

- A. It shall be the policy of the NFA that a Code of Conduct is adopted in accordance with this SOP.
- B. By accepting admission to NFA-sponsored classes, students are automatically subject to the provisions of this Code of Conduct, and shall uphold and support them without compromise or exception. Ignorance of any aspect of the Code of Conduct shall not be a defense to an alleged violation.
- C. A copy of this SOP shall be made available to all students and instructors.

VI. Standard Operating Procedures:

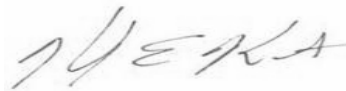
- A. Academic misconduct shall include:
 - 1. Deliberate alteration of graded material for a re-grade or grade correction.
 - 2. Submitting without authorization the same assignment for credit in more than one course.
 - 3. Collaborating on any work when not allowed, either in or outside the classroom setting.
 - 4. Forging the signature of another or allowing forgery by another for any classroom related document.
 - 5. Use of unauthorized material stored or recorded on electronic devices during an exam or quiz.
 - 6. Use of crib notes or other unauthorized written material during an exam or quiz unless specifically authorized by the course Training Specialist.
 - 7. Attempting to or allowing impersonation by another in order to take one's exam or quiz.
 - 8. Copying, alteration or fabrication of data such as that collected in a teaching laboratory or as part of a research project without specific original author citation or written original author permission.
 - 9. Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

10. Intentionally plagiarizing the works of others, in whole or in part, in specific words or ideas, and/or self-plagiarizing previously submitted works by submission as new work.
 11. Establishing multiple user accounts to enroll in and pass on-line self-study courses.
 12. Continually retaking on-line self-study course exams to record the test questions and the correct answers.
- B. General Code of Conduct:
1. Students shall abide by all NFA, National Emergency Training Center (NETC), Federal Emergency Management Agency, and Federal rules and regulations, standards, and laws.
 2. Students and instructors shall abide by NETC SOP 119-22 *Conduct on the NETC Campus* (attached to this SOP and also available to NETC staff at <http://netc.fema.net/directives/default.aspx>)
 3. Students attending NFA-sponsored classes in locations other than the NETC shall abide by this Code of Conduct, and any Code of Conduct adopted by the agency or organization that is hosting the class.
 4. A violation of the host agency or organization Code of Conduct shall be considered a violation of this SOP.
 5. Instructors are responsible for maintaining a classroom environment that facilitates effective teaching, learning, and safety. Instructors shall ensure against hostile environment incidents while conducting any class for the NFA. This includes (but is not limited to) admonishing students who make any comment that could be construed as offensive, and remaining alert for drifts in classroom atmosphere that could lead to inappropriate comments.
 6. The instructor has the right to determine appropriate behavior standards in the classroom as long as the requirement does not infringe upon the individual's rights nor in violation of NETC SOP 119-22. Disruptive and disrespectful behavior on the part of any student shall not be tolerated.
 7. The instructor shall identify students who are in violation of the appropriate decorum or safety procedures and shall provide reasonable warning to the students of the consequences of such conduct.

- A reasonable warning would include a verbal reminder or a written note regarding the expected decorum in the classroom or while on the NETC campus.
8. The instructor shall notify the TS if violations of appropriate behavior standards are not corrected.
 - a. The penalty for continued inappropriate conduct may include expulsion from the class for the day in question and a notice sent to the Branch Chief and then to the Deputy Superintendent.
 - b. In extreme or exigent cases, the penalty for continued inappropriate conduct may include expulsion from the classroom or NETC in accordance with NETC SOP 119-22 *Conduct on the NETC Campus*.
 9. Return of the student to the classroom shall require a written pledge by the student to abide by the rules of expected classroom decorum or safety.
 - The signed pledge shall be provided to the TS, the Branch Chief and Deputy Superintendent.
 10. Further action may be taken in accordance with NETC SOP 119-22 *Conduct on the NETC Campus*, and may include permanent exclusion from NFA-sponsored courses.
 11. Academic misconduct is a violation of this Code of Conduct.
 12. For classroom and NFAOnline mediated courses, students are expected to report academic misconduct to the instructor or the TS when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the TS.
 13. The TS shall report the incident to the Branch Chief and the Deputy Superintendent.
 14. For NFAOnline self-study courses, students who believe that academic misconduct has occurred should first follow their organization's process for reporting unethical behavior.

15. If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:
 - a. Expulsion
 - b. Withholding of stipend or forfeiture of stipend paid.
 - c. Exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years or even a life-time ban.
 - d. Forfeiture of certificate for course(s) enrolled in at NETC.
16. Notification of the misconduct will be made to the student's sponsoring organization.
17. Standards of conduct and other operational policies and procedures relating to the Executive Fire Officer Program (EFOP) are outlined in the EFOP Handbook located at http://www.usfa.fema.gov/downloads/pdf/efop_guidelines.pdf
18. Standards of conduct and other operational policies and procedures relating to the Managing Officer (MO) Program are outlined in the MO Handbook located at: https://www.usfa.fema.gov/downloads/pdf/mo_guidelines.pdf
19. Students have the right to dispute any action in accordance with NFA-specific SOP 700.6 *Academic Grievances and Grade Appeals*.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Attachment - NETC SOP 119-22 *Conduct on the NETC Campus*

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.



NETC Standard Operating Procedure (SOP)

NETC SOP	Date	Organization
#119-22	October 6, 2015	FA

Conduct on the NETC Campus

I. Purpose

This Standard Operating Procedure (SOP) identifies the policies, procedures and standards for conduct on Federal property at the National Emergency Training Center (NETC) in Emmitsburg, Maryland. It identifies the actions to be taken for violation of these standards, and is applicable to all persons entering, while on, or leaving NETC. Nothing in this document creates any rights enforceable at law and nothing in this document limits or preempts the application of law, regulations, Federal Emergency Management Agency (FEMA) or Department of Homeland Security (DHS) directives, manuals, policies or guidance which will control if this document is inconsistent in any way.

II. Supersession

NETC SOP 119-22, Conduct on the NETC Campus, dated September 24, 2013. This document will expire three years from the date of this issue.

III. Authority

- A. The Homeland Security Act of 2002, as amended (6 U.S.C § 314 (a) (15))
- B. 44 CFR 15, Conduct at the Mount Weather Emergency Assistance Center and the National Emergency Training Center
- C. 41 CFR 102-74, Facility Management
- D. FEMA Instruction 1100.1, Standards of Conduct – Change One
- E. DHS MD 0480.1, Ethics/Standards of Conduct
- F. 5 CFR 735, Employee Responsibilities and Conduct
- G. NETC SOP 119-3, Facility Utilization and Expenses at NETC
- H. Title VII of the Civil Rights Act of 1964, as amended

- I. 6 CFR 17, Nondiscrimination on the Basis of Sex in Education Programs and Activities Receiving Federal Financial Assistance
- J. 6 CFR 21, Nondiscrimination on the Basis of Race, Color, or National Origin in Programs or Activities Receiving Federal Financial Assistance from the Department of Homeland Security
- K. Executive Order Number 13160, June 23, 2000, Nondiscrimination on the Basis of Race, Sex, Color, National Origin, Disability, Religion, Age, Sexual Orientation, and Status as a Parent in Federally Conducted Education and Training Programs
- L. 6 CFR §5 Disclosure of Records and Information
- M. 5 CFR 2635, U.S. Office of Government Ethics, Standards of Ethical Conduct for Employees of the Executive Branch
- N. FEMA Directive 121-3 Revision 1 Facility Access and FEMA Manual 121-3-1, Credential and Access Reference
- O. FEMA Directive 109-2: Privacy Program Directive
- P. Privacy Act of 1974, as amended (5 U.S.C. §552a)
- Q. Freedom of Information Act, as amended (5 U.S.C. 552)
- R. Title 17 U.S.C, Copyright Act

IV. References

- A. FEMA Form 119-25-3, Student Stipend Agreement
- B. DHS MD 0460.1, Freedom of Information Act Compliance
- C. FEMA Manual 3310.1, Disciplinary/Adverse Action Procedures
- D. FEMA Manual 109-2-1 FEMA Privacy Program, June 4, 2014
- E. FEMA Directive 262-2, FEMA Email Policy and Guidance, November 29, 2010
- F. The Negotiated Agreement for NETC and AFGE Local 1983
- G. DHS MD 066-01, Safety and Health Programs
- H. FEMA Directive 256-4, Anti-Sexual Harassment, June 8, 2010
- I. FEMA Directive 256-5, Anti-Harassment and Retaliation, June 30, 2010
- J. FEMA Manual 123-19-1, FEMA Administrative Investigations Policy, April 5, 2012

- K. FEMA Directive 112-11, Title VI Civil Rights Program, July 10, 2015
- L. FEMA-Mission Support Customer Guide, April 23, 2012 (Dress Code, Page 218)

V. Definitions

- A. Academic Misconduct - Cheating, plagiarism, fabrication of information and other citations, failure to attend class without excused absence, facilitating acts of academic dishonesty by others, unauthorized prior possession of examinations, submitting the work of another person or work previously used without informing the instructor and securing written approval, tampering with the academic work of other students and any other deliberate falsification, and other unethical behaviors that affect performance and outcomes.
- B. Contractor - An individual or business entity authorized by a contractual agreement with FEMA to provide goods or services.
- D. Criminal Misconduct - Actions which involve violation of state or federal criminal law.
- E. Guest - An individual who is sponsored for physical access to FEMA facilities and has a valid Personal Identification Card (PIV Card) or PIV-I credential. Examples of guests include, but are not limited to, other government agency personnel who have a valid PIV Card and representatives from state and local government who have a valid PIV-I credential.
- F. Misconduct - Behavior not conforming to laws or prevailing standards; any conduct that disturbs or disrupts the process or operations, or involves the damage of government property at NETC. Personal hygiene concerns may be included.
- G. NETC Staff - An individual whose official duty station is NETC.
- H. Personally Identifiable Information (PII) - Any information that permits the identity of an individual to be directly or indirectly inferred, including other information that is linked or linkable to that individual, regardless of whether the individual is a U.S. citizen, legal permanent resident, visitor to the U.S., or employee or contractor to the Department. This includes name, social security number, date and place of birth, mother's maiden name, account number, license number, vehicle identifier number, license plate number, device identifier or serial number, internet protocol address, biometric identifier (e.g., photograph, fingerprint, iris scan, and voice print), educational information, financial information, medical information, criminal or employment information, and information created specifically to identify or authenticate an individual (e.g., a random generated number).
- I. Sexual Harassment - Unwelcome sexual advances, requests for sexual favors, and other written, graphic, verbal, non-verbal and physical contact or communication of a sexual nature constitute harassment when submission/rejection of such conduct

becomes a basis, term or condition of an individual's employment or academic status, or such conduct has the purpose or effect of interfering with work performance or academic status.

- J. Special Group – A pre-arranged group of DHS employees, federal employees, military personnel, contractors, guests, visitors, or any combination thereof.
- J. Student – Individual who is attending the National Fire Academy or Emergency Management Institute courses. (Stipulations regarding minors are noted under Policies.)
- K. Visitor - Individuals who are sponsored for physical access to a FEMA facility, but do not have a PIV Card or PIV-I credential. All visitors must be entered into the Security Access Request Application (SARA) and escorted while on campus.

VI. Responsibilities

- A. NETC Management Operations and Support Services (MOSS) Division maintains a record of student misconduct.
- B. Supervisors at all levels are responsible for implementation of these policies and procedures.
- C. All employees are responsible for notifying their supervisors of any violations of these regulations.

VII. Policies

It is FEMA's policy to maintain a work and learning environment which is free from disruptions, misconduct, as well as sexual, gender-based, and ethnic-based harassment.

Individuals entering or present on the NETC campus in any capacity are expected to conduct themselves in a manner that reflects respect for order, personal honor, the rights of others, and the functions of government. Rules applicable to conduct on federal property are designed to protect the rights of the individual and the property of the Federal Government and are instituted to preserve a safe and pleasant environment. All employees, students, contractors, and visitors are responsible for compliance with this and other applicable directives regarding conduct while enrolled/at NETC.

- A. Prohibited Conduct includes, but is not limited to the following:
 - 1. Academic misconduct.
 - 2. Unacceptable behaviors that affect student performance; unwarranted loitering, disorderly conduct or other conduct at NETC that creates loud or unusual noise or a nuisance which:

- a. Unreasonably obstructs the usual use of any federal property;
 - b. Otherwise impedes or disrupts the performance of official duties by government employees or government contractors;
 - c. Interferes with the delivery of the program; or
 - d. Prevents the general public from obtaining the services provided on the property in a timely manner.
3. Violation of rules governing the use of housing at NETC, such as cohabitation, or infringement on the privacy and rights of other visitors housed at NETC.
 4. Willful misconduct, abusive or obscene language, harassment, or violent behavior on the campus.
 5. Improper disposal of rubbish, willful or negligent destruction of or damage to property, the theft of property, the creation of any hazard to persons or things, the throwing of articles of any kind from or at a building or the climbing upon any part of a building.
 6. Any threat or act of physical or psychological violence against anyone on the NETC campus.
 7. Commission of acts harmful or potentially dangerous to others.
 8. Possession of firearms: Except for official purposes (e.g., federal, state or local law enforcement or contract security forces when authorized by the contract project officer) and in accordance with FEMA policy governing the possession of firearms, no person entering onto or at the NETC campus shall carry or possess firearms, other dangerous or deadly weapons, explosives, or items that could reasonably be used to fabricate an explosive or incendiary device, either openly or concealed.
 9. Sexual Harassment: A wide range of subtle behaviors that could create an intimidating, hostile or offensive work environment, which is unacceptable at NETC. It includes but is not limited to:
 - a. Sexually oriented teasing, jokes, remarks, questions or discussions (i.e., honey, babe, sweetie, hunk, dear, etc.);
 - b. Making propositions;
 - c. Jokes of a sexual nature;
 - d. Indecent or vulgar remarks/winking/whistling;

- e. Staring/ogling that causes humiliation;
 - f. Posting sexually oriented pictures, cartoons or other visual materials that may be viewed as offensive;
 - g. Making sexual gestures with hands or body movements;
 - h. Deliberate touching, leaning, cornering, pinching or caressing;
 - i. Letters, telephone calls, text messages, emails, other electronic media, printed materials or objects of a sexual nature which are objectionable or unwelcome.
10. The possession, use, sale, or distribution of alcoholic beverages or illegal drugs by any individual on the property.
- a. Exceptions to the alcoholic beverages are in designated locations as described herein or as authorized in writing.
 - b. Alcoholic beverages obtained on this campus may not be removed from the campus.
11. Entering upon the property or being on the property under the excessive influence of alcohol, and/or illegal or non-prescription medications while present on the NETC campus.
12. Solicitation of gifts or money, commercial or political solicitation, or collection of private debts, soliciting, advertising, promoting commercial activities, or entities. This prohibition does not apply to:
- a. Approved national or local fund drives for health, welfare, or other purposes;
 - b. Authorized concessions;
 - c. Personal notices posted on authorized bulletin boards; and
 - d. Solicitation of labor organization membership or dues during non-duty hours.
13. Participation in games for money or other personal property; the operating of gambling devices; or the conduct of a lottery or pool at NETC.
14. Posting, affixing, or distributing materials, such as pamphlets, handbills, or flyers, on other than designated areas (bulletin boards); or using classroom area bulletin boards to sell books, clothing, equipment, software, and other goods,

etc., except when such distribution or display is conducted as part of authorized government activities.

15. Displaying or wearing of any political campaign items by a contractor or staff member while representing FEMA in a group, instructional or office setting.
 16. The smoking, burning or use of any tobacco product (to include smokeless tobacco), candles or incense in all buildings at NETC, or in NETC vehicles at all times, except as granted in writing by the Director, NETC MOSS. This includes the use of smokeless electronic vaporizers (e-cigarettes).
 17. Falsification, alteration, or misuse of DHS documents, records or identification cards.
 18. Accepting incoming collect telephone calls.
 19. Use of electronic devices during active class time that is disruptive to training activities (e.g., Blackberries, cell phones, and laptops).
 20. Any person, employee, student, contractor, special government employee, subject matter expert, guest speaker, guest or visitor coming into possession of PII as a student or instructor may not use or disclose PII for purposes not authorized by FEMA.
- B. Copyright Laws. NETC EMI, United States Fire Administration (USFA), and NFA adhere to and support the enforcement and application of all federal copyright laws. Students, staff, contractors and employees are required to promote and comply with copyright law including the proper identification of copyrights in educational and presentation materials. The copyright law of the United States (Title 17, U.S. Code) governs the making of photocopies or other reproductions of copyrighted material; persons using photocopy equipment on campus may be liable for any infringement. Students, staff, contractors, and employees may find more information about copyright laws, the rights of copyright owners, and the right of fair use to make limited copies for purposes such as personal study or research, by visiting the Library of Congress website Copyright.gov. You may also seek the assistance of the Office of Chief Counsel for specific applications.
- C. Use of electronic communications and internet access are provided by the government for official purposes only.
1. Only thumb drives scanned by the NETC Information Technology may be used.
 2. It is unacceptable and prohibited to:
 - a. Use electronic mail, communications, and postings, for receipt or transmission of any illegal behaviors – such as threats, violence, fraud, harassment, or of a sexual nature - to include any written, graphic, or

photographic communication and/or cartoons.

- b. Enter any web site containing material of a sexual nature.
 - i. Download or upload any material of a sexual nature from or to such a web site.
 - ii. Store and/or reproduce any material of a sexual nature on a memory storage device or copy machine provided by the government (including but not limited to personal computers, tablets, phones, and lap tops.)

D. Age Restrictions. Anyone accepted to a class who is below the age of 18 years must be accompanied by a parent or guardian when on the campus because they are not of legal age. The parent/guardian/chaperone must be a student registered in the same class as the student who is under 18 years of age.

E. Photographs and other depictions such as audio and video recordings may be taken inside classroom or office areas only with the consent of the occupants, with completion of FEMA photograph release agreements, and

- 1. Except where prohibited by security regulations or federal court order, photographs and other depictions for news purposes may be taken in entrances, lobbies, foyers, corridors, or auditoriums when used for public meetings and only those authorized by the Office of External Affairs.
- 2. Subject to the foregoing prohibitions, photographs and other depictions for advertising and commercial purposes may be taken in authorized areas and only with written permission of the Director, NETC MOSS, and FEMA External Affairs.
- 3. Any non-personal use of photographs and other depictions taken inside classrooms requires advance approval of the Director NETC MOSS, or the NFA or EMI Superintendent.

F. Dress Policy. It is each individual's responsibility to use good judgment in maintaining good hygiene, and in selecting attire that projects a professional image that is appropriate for both climate differences and classroom activities. Nothing in this dress policy will restrict or impede an individual's adherence to religious practices.

- 1. The superintendents of NFA or EMI, as applicable, or the MOSS Director have authority to make a determination that a student's attire is inappropriate. Students wearing attire which is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.
- 2. In routine classroom settings and in the cafeteria:

- a. MALES: Shirts with collars, slacks, including departmental uniforms, and shoes (no shorts; no T-shirts or baseball caps in class or dining hall unless for legitimate medical reasons and with written exception from the Director, MOSS.) Optional items include sweaters, sport coats, ties, etc.
 - b. FEMALES: Dresses, blouses with slacks or skirts, including departmental uniforms and shoes (no shorts; no T-shirts or baseball caps in class or dining hall unless for legitimate medical reasons and with written exception from the Director, MOSS.) Optional items include sweaters, blazers, etc. Per FEMA guidance, skirts/dresses must be no shorter than three inches above the knee.
- 3. Recommended graduation attire (NFA students only):
 - a. MALES: Suits, sport coats, dress shirts and ties, dress slacks, or departmental dress uniforms.
 - b. FEMALES: Suits or dresses, blouses with dress slacks or skirts, or departmental dress uniforms.
- G. Animals that are trained to be, and are providing personal services such as seeing-eye dogs, personal service dogs, etc., are the *only* domesticated animals permitted on campus without specific approval of the Director, NETC MOSS.
- H. Vehicular and Pedestrian Traffic. Drivers of all vehicles entering the NETC campus shall drive in a careful and safe manner at all times and shall comply with the parking and vehicle registration requirements, signals and directions of security personnel and all posted traffic signs.
 - 1. The blocking of entrances, driveways, walkways, loading platforms, designated fire lanes or fire hydrants at NETC is prohibited; and
 - 2. Parking without authority, parking in unauthorized locations or parking contrary to the direction of posted signs is prohibited.
 - a. Vehicles parked in violation, where warning signs are posted, shall be subject to removal at the owners' risk and expense.
 - b. Proof that a motor vehicle was parked in violation of these regulations or directives, establishes the registered operator's responsibility for the violation.
- I. Persons at NETC shall at all times comply with official signs that prohibit, regulate, or direct, as well as with the directions of the security staff and other authorized individuals.

- J. Packages, briefcases, and other containers brought onto NETC property, in possession during stay at NETC, or being removed from the property, may be subject to inspection.
- K. Requesting the use, sale, or possession of alcohol. The authority to permit the use, sale, or possession of alcohol for special official occasions, resides with the USFA Administrator or designee for NETC, but may be delegated through formal written delegation to other officials with or without sub-delegation authority. Approval for the use, sale, or possession of any alcoholic food or beverage may be suspended, restricted, limited, or revoked at any time by the USFA Administrator or another official with delegated authority. The suspension, restriction, limitation, or revocation will be effective immediately unless otherwise directed by the deciding authority.
1. All requests for the use, sale, or possession of alcohol must be forwarded in advance to the Director, NETC MOSS, for presentation to the deciding official. Requests submitted less than three weeks in advance of the event are subject to denial without consideration.
 2. The Recreation Association may provide such support when approved by the Director, NETC MOSS for activities/functions attended by members of the Recreation Association. The Recreation Association may request that a limited number of guests or visitors be invited, with the condition that all guests or visitors meet the established security guidelines of NETC, and that any group or individual may be denied access and that the total number of non-member guests or visitors is approved by the Director, NETC MOSS.
 3. The NETC Recreation Association is authorized to possess, sell, and distribute beer and wine (The Recreation Association may not provide spirituous liquor unless the Director, NETC MOSS, has approved the request) only at the following locations:
 - a. Pub and recreation area located in Building B during normal operating hours of the pub, as established by the Recreation Association Board of Directors and approved by the Director, NETC MOSS; and
 - b. The log cabin.
 4. The NETC Recreation Association is a private activity chartered to serve only members of the Association and invited guests and visitors.
 - a. The Pub manager and his/her designee have the responsibility to refuse service to anyone who is not eligible to patronize the establishment or who demonstrates improper conduct.
 - b. The Pub at NETC will operate within guidelines permitted by Maryland law for Frederick County. Legal proof of age shall be requested from any patron who appears to be under legal age, and may be requested of any patron.

VIII. Standard Operating Procedures

A. Students

1. Allegations of Misconduct Involving Students

- a. Must be made in writing (and signed by the complainant) to the EMI Deputy Superintendent or NFA Deputy Superintendent in the school with which the charged individual is associated (or, in their absence, the senior FEMA official on campus designated to represent the school), who will review the documented complaint.
- b. Persons involved in or witnessing the misconduct may be notified and be required to appear in person or respond in writing to provide additional information.
- c. The individual alleged of misconduct shall be notified in writing of the initial decision of the Superintendent (or the respective senior FEMA official) and be provided response procedures.

2. Documentation of Misconduct Involving Students

- a. If a student is involved with a conduct violation, the hosting school (EMI or NFA) is responsible for obtaining complete documentation for any incident of misconduct involving a student and providing a copy of this documentation to the Director, NETC MOSS, as appropriate.
- b. Documentation should include as a minimum:
 - 1) A signed copy of the complaint;
 - 2) Statements of witnesses and security personnel;
 - 3) Notice to the student regarding review of the allegation and explanation of the disciplinary process;
 - 4) Review and disposition of the complaint; and
 - 5) Any applicable correspondence.

3. Penalty

- a. If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to, one or a combination of the following:

- 1) Expulsion;
 - 2) Withholding of stipend or forfeiture of stipend paid;
 - 3) Exclusion from future classes for a specified period;
 - 4) Forfeiture of certificate for course/courses enrolled in at NETC.
- b. Notification of the misconduct will be made to the student's sponsoring organization.
 - c. Upon written request by the student's sponsoring organization, information from or copies of the statements from the individual and witnesses, police reports, and NETC security reports may be made available to the individual's sponsoring organization with prior authorization from the Director, NETC MOSS, after appropriate coordination with the Privacy Office.
 - d. Records of student misconduct at NETC will be maintained by the NETC MOSS Division. Official records will be retained consistent with FEMA Records Management Manual 181-1-1.
 - 1) All applications for admissions are to be checked to determine if a prospective student has a record of misconduct as a student while in a prior class.
 - 2) Upon receipt of this prior record review and an initial adverse determination denying the application, the applicant may submit a written response to the Director, NETC MOSS, within five calendar days after receipt of the notice.
 - 3) The response will be considered by the Director, NETC MOSS. A decision by the Director, NETC MOSS, will be final.
4. Request for Reconsideration

Any student involved in misconduct resulting in disciplinary action may request reconsideration of the initial decision to the Deputy U.S. Fire Administrator for NFA students, or the Superintendent of EMI for EMI students.

- a. Request for reconsideration must be made in writing within 15 calendar days of the initial decision.
- b. The request will be reviewed and considered. The respondent has the right to appear in person, have representation, and present any witnesses, as outlined in the initial decision letter.

- c. The decision of the Deputy U.S. Fire Administrator for NFA students and the Superintendent, EMI, for EMI students is final.

B. Contract Staff

1. Allegations of Misconduct

All allegations of misconduct involving contract staff shall be referred to the individual's employing company after coordination with the appropriate federal Contracting Officer and the appropriate Project Manager of the contract.

2. Request for Reconsideration for Contract Staff

Any contract employee involved in misconduct resulting in disciplinary action may request reconsideration of the initial decision to the MOSS Director.

C. Federal Staff

Allegations of Misconduct

All allegations of misconduct involving federal staff shall be reported through the appropriate organizational chain of command and forwarded to the FEMA Office of Human Capital, Employee and Labor Relations (HC/ELR) prior to taking further action. All guidance and procedures to be followed for allegations of misconduct of federal staff will be provided by the HC/ELR staff. This will ensure conformance to bargaining unit agreements when applicable.

D. Subject to Discrimination, Harassment or Retaliation

Anyone who believes they have been subjected to discrimination, harassment or retaliation may contact the FEMA Office of Equal Rights at (202) 646-3535.

E. Civil and Criminal Misconduct

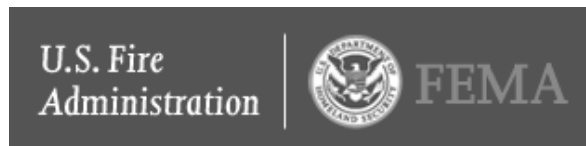
Any violation of state or federal civil or criminal laws will be referred to the appropriate law enforcement agency for disposition.

IX. Questions

Questions regarding the content of this NETC SOP may be addressed to the Director, NETC MOSS, at (301) 447-1223.

**ERNEST
MITCHELL**
Ernest Mitchell, Jr.
U.S. Fire Administrator
U.S. Fire Administration

Digitally signed by ERNEST MITCHELL
DN: c=US, o=U.S. Government,
ou=Department of Homeland Security,
ou=FEMA, ou=People, cn=ERNEST MITCHELL,
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NFA-specific Standard Operating Procedure

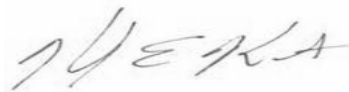
Number	Date
700.2	September 2016

Admissions

- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the policies and procedures for granting students admission to National Fire Academy (NFA) courses.
- II. Supersession:**
- A. Replaces NFA-specific SOP 700.2, dated July 2015.
 - B. Replaces NFA-specific SOP 700.2, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 700.1, dated October 18, 2011. (700.1 renumbered to 700.2 and content updated)
 - D. Replaces NFA Instruction 700.1, dated October 18, 2011. (*Instruction* changed to Standard Operating Procedure)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:** It shall be the policy of the NFA that admission to NFA courses shall be in accordance with the latest adopted version of NETC SOP 119-25 *Policy and Procedures for Admissions*.
- VI. Standard Operating Procedures:**
- A. NETC SOP 119-25 *Policy and Procedures for Admissions* is attached to this SOP and is also accessible by NETC staff at <http://netc.fema.net/directives/default.aspx>
 - B. NFA employees shall refer to and follow the procedures outlined in NETC SOP 119-25 *Policy and Procedures for Admissions* for instructions, policies, and procedures pertaining to:
 - 1. Regular student admission for on- and off-campus courses

2. Attendance
3. Cancellation by student
4. Early departure
5. Student grades (failure/incomplete)
6. Unique or unscheduled offerings/pilot deliveries
7. Course certificates
8. Transcripts
9. Foreign student applications
10. Program-specific applications for:
 - a. Volunteer Incentive Program
 - b. Executive Fire Officer Program
 - c. Managing Officer Program

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Attachment - NETC SOP 119-25 *Policy and Procedures for Admissions*

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions.



NETC Standard Operating Procedure (SOP)

NETC SOP	Date	Organization
#119-25	August 21, 2015	FA

Policy and Procedures for Admissions

I. Purpose

This National Emergency Training Center (NETC) Standard Operating Procedure (SOP) has been designed to assist the Management, Operations, and Support Services (MOSS) employees with their responsibilities for providing admission and registration support to the National Fire Academy (NFA), the National Fire Programs Division (NFP), and the Emergency Management Institute (EMI).

The provisions in this NETC SOP are applicable to all Federal Emergency Management Agency (FEMA) Federal Government Staff and contractors at NETC, the Center for Domestic Preparedness (CDP) for EMI or NFA courses, and the FEMA Program Offices and Regions. References throughout this NETC SOP to Admissions refer to the Admissions Section within the NETC MOSS Division of the United States Fire Administration. References throughout this NETC SOP to NFA, NFP or EMI refer to the respective program office within FEMA.

II. Supersession: NETC SOP 119-25, Policy and Procedures for Admissions, dated August 15, 2012.

III. Authority

- A. Federal Fire Prevention and Control Act of 1974 (PL 93-498), as amended, Title 15 U.S.C., Sections 2201 et. seq.
- B. Robert T. Stafford Disaster Relief and Emergency Assistance Act (PL 93-288), as amended by PL 106-390, Title 42 U.S.C., Sections 5196 et. seq.
- C. Title 44 U.S.C., Section 3101
- D. Title VI of the Civil Rights Act of 1964
- E. Privacy Act of 1974, as amended

V. Responsible Office

- A. The respective Superintendent or designee will provide all exceptions or justifications relating to these operational policies in writing (electronically or hard copy) to the Admissions Section.

- B. MOSS staff will ensure that all Admissions functions are completed by the timelines listed in this NETC SOP's Manual. The Admissions staff must follow and abide by all guidelines within this SOP and Manual.

VI. Policy

FEMA is an equal opportunity institution. It does not discriminate on the basis of age, gender, race, color, religious belief, national origin, sexual orientation, or disability in the admissions and student-related policies and procedures. FEMA makes every effort to ensure equitable representation of minorities and women in its student body. Qualified minority and female candidates are encouraged to apply for all courses.

VII. Reporting Requirements

- A. MOSS staff will provide quarterly and annual reports as described in FEMA Facility Directive 119-1, NETC Standardized Reporting Definitions and Work Measurement. These reports will be provided within 30 days after the end of the quarter and 60 days after the end of the fiscal year.
- B. Requests for non-standard reports will be in writing or by email to Admissions and will provide as much detail as possible on the information requested.

VIII. Forms Prescribed

- A. FEMA Form 119-25-1, General Admission Application shall be used when there is a need to determine eligibility for acceptance into the course.
- B. FEMA Form 119-25-2, General Admission Application, Short Form shall be used for NFA/NFP off-campus courses, other select NFA/NFP courses, and select EMI off-site resident and Incident Workforce Management Division (IWMD)-funded courses.
- C. Forms are available on the FEMA Forms Website:
http://on.fema.net/employee_tools/forms/Pages/fema_forms.aspx.

IX. Questions

Questions regarding the content of this NETC SOP may be addressed to the Director, NETC MOSS, at (301) 447-1223.

**ERNEST
MITCHELL**
Ernest Mitchell
U.S. Fire Administrator
U.S. Fire Administration

Digitally signed by ERNEST MITCHELL
DN: cn=US, o=U.S. Government, ou=Department
of Homeland Security, ou=FEMA, ou=People,
cn=ERNEST MITCHELL
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Attachment:
Manual for NETC Policies and Procedures for Admissions

MANUAL

for

NETC Policies and Procedures for Admissions

Manual for NETC Policies and Procedures for Admissions

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Foreword

The National Emergency Training Center (NETC) serves as a training center for the Federal Emergency Management Agency. Located at NETC is the U.S. Fire Administration including its National Fire Academy (NFA), the National Fire Programs Division, and the NETC Management, Operations, and Support Services Division (MOSS), as well as the National Preparedness Directorate's Emergency Management Institute (EMI), the FEMA Acquisition Division, Preparedness Branch, and the National Fallen Firefighters Foundation.

The admissions process at NETC begins with the development and distribution of the course materials such as catalogs and brochures. Separate materials are developed by NFA and EMI and published on their websites. Course catalogs are also available on the internet. State fire and emergency management training agencies also develop and distribute NFA and EMI training materials. In addition to NFA and EMI classes conducted at NETC, the admissions process also supports classes offered either directly or indirectly by NFA or EMI, at the Center for Domestic Preparedness (CDP), as well as anywhere else in the United States.



Albert H. Fluman
Director
NETC Management, Operations, and
Support Services Division

CHAPTER 1 – ADMISSIONS PROCEDURES

I. General Information

This chapter provides procedural guidance for the receipt, review, and disposition of applications, and related support activities for NFA and EMI courses at NETC, CDP, and various off-campus sites.

II. Submission of Student Applications

- A. NFA Students: Students submit applications to attend NFA courses during the enrollment periods and times specified in the NFA course catalog or as a result of recruiting actions.
- B. EMI Students: Students can apply to attend EMI courses any time up to six weeks before the start of the course or as a result of recruiting actions.
- C. NFA Students: Hard copy applications must be completed, signed by the applicant, and approved by the head (or designee) of the applicant's sponsoring organization. If an application is not complete or does not have the appropriate signatures, the student will be notified and requested to provide the missing information.

EMI Students: Information on signatures required for EMI student applications is listed in Chapter 5, paragraph II.

- D. Applications for NFA state-sponsored and EMI direct/regional deliveries will be processed in the order they are received with the first priority given to those classes where stipend reimbursements are requested or certificates are required.

III. Review of Student Applications

- A. Anyone applying for or taking an NFA or EMI class must include their FEMA Student Identification Number (SID) on their application in place of their social security number. Failure to include the SID on the application will result in the application not being processed. Information on obtaining the SID is posted on the USFA and EMI websites and included in the course catalogs.
- B. For all classes not covered under the enrollment periods, Admissions will enter and review applications no later than five working days after receipt of the applications.
- C. For all classes covered under the enrollment periods, Admissions will enter and review applications no later than three weeks following the end of the enrollment period.

- D. Admissions will enter each application in the Admissions System within the timeframe specified. After entering the application and prior to the review, all sensitive information, i.e., gender, race, and ethnicity, are removed from the application. The sensitive information is retained in the Admissions System but is not available to the Admissions Assistants.
- E. Admissions will review applications against the student selection criteria published in the NFA/EMI course catalogs and from specific written guidelines provided by NFA or EMI before the review process.
 - 1. Each fiscal year, NFA and EMI will ensure that Admissions has the updated guidelines prior to the opening of any application periods or issuing of any course announcements.
 - 2. If the guidelines are modified within a fiscal year, they will not be used for the review process until the next semester for NFA students, or the next fiscal year for EMI students. (The exception to this for EMI is, if the criterion is submitted prior to the first offering of a course for the fiscal year, the new criteria will be applied.)
 - 3. Applicants who meet all selection criteria will be considered qualified.
 - 4. Applications that Admissions considers questionable will be referred to the NFA Training Specialist or EMI Course Manager (or their Branch Chief in their absence) for a decision on qualifications.
 - 5. Anyone accepted to a class who is below the age of 18 must be accompanied by a Parent or Guardian when on the campus. The Parent or Guardian must be a student accepted in the same class as the underage student.

IV. Notification to Applicants of Status

- A. Acceptance/rejection notifications for NFA students who applied during the enrollment periods will be sent out at least eight weeks prior to the course start date but no later than eight weeks following the end of the applicable enrollment period.
- B. Acceptance/rejection notifications for EMI students will be sent out as applications are processed but no later than six weeks prior to the course start date for courses other than IWMD-funded courses. For IWMD-funded courses, acceptance/rejection notifications will be sent out no later than three weeks prior to course start date.
- C. If a student is accepted into or rejected from a class less than six weeks prior to the course start date, Admissions will notify the student by phone or email no later than five working days after being accepted from the wait list or rejected.

V. Applicants Requesting Reasonable Accommodations

- A. Block 11 of the General Admissions Application, FEMA Form 119-25-1, and Block 13 of the General Admissions Application Short Form, FEMA Form 119-25-2, states “Do you have any disabilities (Including special allergies or medical disabilities) which would require special consideration during your attendance in training? Yes or No (If yes, indicate and describe any special considerations required on a separate sheet).
- B. If “yes” has been checked in the block and it is a resident course (applications for non-resident courses are not received until the course has been completed), designated Admissions staff follow-up with the applicant.
- C. The designated Admissions Staff member will send a standard message to the applicant to obtain information on any accommodations that may be required. If that information has already been included with the application and sufficient information has been provided, there is no need to follow up. There is no need to provide medical information to support the accommodation request.
- D. If the accommodation is housing-related such as a larger bed, special bed padding, a roll-out shower, or special devices for the hearing impaired, the designated Admissions staff member will forward that information to Housing. Housing can pull a report from the Admissions system that indicates those individuals that have requested reasonable accommodations and, when it involves housing, can assign them manually before other guests are assigned lodging.
- E. If the accommodation is classroom-related such as Sign Language interpretation or Communication Access Realtime Translation (CART) services, providing the course material in braille or larger type, or special placement in the classroom due to hearing loss, the designated Admissions staff member will forward that information to the respective course manager.
- F. Although the Welcome Package asks that individuals with special dietary needs or requirements contact food service directly, the designated Admissions staff member will forward the information to the cafeteria manager.
- G. If the accommodation involves assistance such signing or CART services which are beyond on-campus capabilities, the Admissions Specialist will contact the Office of Equal Rights to arrange for those services.

VI. Class Capacities

- A. The admissions process begins with the development of the annual NFA and EMI course schedules. These schedules are used to determine the availability of on-campus housing, identify offering dates, and process applications. In order to

properly manage housing and approve schedules so that they can be published in a timely manner, EMI and NFA must adhere to the timelines below. A delay on the part of any one of these elements will delay the entire process.

1. NFA and EMI will be required to submit their upcoming educational program schedules for a minimum of six months to the Admissions Office at least six months in advance of the start of the schedule for review and approval. While it is understood that changes will take place during the year, every effort should be made to have the schedule be as accurate, realistic, and complete as possible. The schedule should be based on the current housing allocation for each school plus an allowance of up to 10 percent for overbooking.
 2. The combined schedules will be entered into the Admissions System within two weeks of receipt and reviewed by the Admissions Office to identify any dates where the housing requirement exceeds the total available housing. The review is expected to be completed within 30 calendar days of receipt. In those cases where the total housing capacity is exceeded, the Admissions Office will return the schedules to EMI and NFA to select alternate dates, with recommended alternatives. A copy of the response from the Admissions Office to EMI and NFA will be provided to the Director, MOSS. EMI and NFA will have two weeks from the date of notification to provide alternate dates to the Admissions Office.
 3. The combined schedule will not be finalized or approved until all the dates on the combined schedule are within the housing resources (total number of rooms) plus up to a 10 percent allocation for over-booking.
 4. Once the schedules have been approved, any additions or changes in dates must be submitted to the Admissions Office for approval before the activity is advertised.
 5. In order to compensate for cancellations and no-shows, the Admissions Office overbooks classes based on historical data. If, due to this overbooking, the class size exceeds the original capacity, the Housing Office will assign two guests to a room as necessary.
 6. The NETC MOSS Division is responsible for final approval of any and all scheduling assignments, schedule changes, and schedule conflict resolutions, if necessary.
 7. The Admissions Office is responsible for monitoring the assignment and utilization of housing and taking corrective action, as necessary, to avoid exceeding the room limitations of NETC.
- B. The respective Superintendent has the capability of running the Offering/ Activity Report which shows the scheduled offerings of each course, the capacity

of that offering, and the current enrollment level. Recommendations will be provided weekly related to low enrollment and recommendations to cancel classes.

1. If, six weeks prior to the course start date, a class does not have a wait list and not enough students enrolled to fill the class to the original capacity, Admissions will reduce the class capacity to the actual enrollment level, and will incorporate that change in the Offering/Activity Report. This paragraph does not apply to EMI's FEMA Qualifications System (FQS) Incident Workforce Management Division (IWMD) training.
 2. Four weeks prior to the course start date, projected class sizes for EMI FQS IWMD classes will be reduced to the number of actual applications received unless the Admissions Section receives written notification from the EMI Branch Chief, to include the FEMA Cadre Manager, when necessary, requesting an additional week for applications.
- C. Once projected class sizes have been finalized, space adjustments will be made in the following priority order:
1. First priority will be given to students on wait lists for scheduled courses;
 2. Second priority will be given to moving on-campus those students who are scheduled to stay off-campus for scheduled courses;
 3. Third priority will be given to "adding" unscheduled training to increase emergency management training deliveries as well as housing utilization;
 4. Fourth priority will be given to scheduling course development focus group meetings;
 5. Fifth priority will be given to scheduling special groups, in this priority order:
 - i. USFA/NFA/PNP/EMI activities
 - ii. Other FEMA activities
 - iii. DHS activities
 - iv. Other
- D. General Guidelines: Realistic future fiscal year training schedules are one of the keys to optimizing NETC campus space utilization. MOSS will conduct scheduled review meetings with the NFA and EMI Superintendent's Offices to discuss the proposed training schedules prior to their finalization. Additional guidelines are included below:

1. NETC Admissions will work with EMI and NFA to identify classes of one week or less which may be offered as back-to-back classes to reduce travel expenditures and provide efficient use of classroom and housing resources. Every course will be individually entered into the Admissions System and each student registered for each and every course they will attend while at NETC.
2. After schedules are approved, MOSS will review student projected numbers compared with actual student enrollment totals on a weekly basis and provide input to EMI and NFA. If housing capacity is exceeded for future training, MOSS will work with EMI or NFA to determine which students may need to be housed off-site or doubled up in dormitory rooms.
3. Admissions will review the schedules once they are entered into the Admissions System and identify dates where housing capacity is exceeded by more than 10 percent.
4. If notified by the respective Superintendent that a class is to be canceled and students are enrolled in the class, Admissions will notify the students of the cancellation and what options are available to them regarding stipend reimbursement and scheduling them for future training.

VII. Wait Lists

- A. Admissions will maintain wait lists of qualified applicants for courses where the number of qualified applicants exceeds the number of available seats.
 1. Within six weeks of the course start date, Admissions will only place applicants from an established wait list to fill vacancies. Admissions will ensure that any other placements will be by written exception from the respective Superintendent or designee.
 2. A wait list may be established based on the selection criteria provided by the Course Manager, i.e., limiting the number of students per region, or limiting number of students per role. If this is the case, the Course Manager may elect to have the students enrolled after the 6-week deadline. If a wait list exists, all names from the wait list will be enrolled in the course until the class is filled.
 3. Admissions will confirm availability of applicants by mail, email, or phone prior to moving them from the wait list and placing applicants in a course.
- B. NFA or EMI determines the deadline for placing students into courses with pre-course assignments. Admissions will ensure that no students are placed after those deadlines.

VIII. Foreign Students

- A. Foreign students must be proficient in reading, writing, and speaking English to be accepted into an NFA or EMI course. EMI resident courses expect foreign students to have full knowledge and experience in the U.S. governmental and political system and be familiar with U.S.-specific law, regulations, and systems.
- B. Anyone who is NOT a U.S. citizen, regardless of whether the student possesses an SSN or is representing a U.S. organization at the time of application, is considered a foreign student.
- C. Foreign students who are representing a foreign country must submit their applications at least 60 days before the course start date.
- D. Foreign students for NFA who are sponsored by a U.S. organization must apply during the appropriate enrollment period for NFA. For EMI, they must apply during the appropriate fiscal year.
- E. Upon receipt of the application, Admissions will review it to establish if the applicant is qualified for the course(s) in question. Once it has been determined that the applicant is qualified, Admissions will request additional information such as the passport number from the applicant. This information must be received at least 45 days before the class start date to allow time for security processing. If the application or the additional information is not provided within the established timelines, the application will not be accepted.
- F. Once the application is reviewed, the applicant is determined qualified to attend the course(s), and the passport information is received, Admissions will enter the appropriate information into the Department of Homeland Security Integrated Security Management System (ISMS). This is completed in order for a security verification to be conducted on the applicant. The approval remains valid for only six months.
 - 1. Once the applicant has received a favorable response from ISMS, Admissions will email the respective Superintendent with a recommendation into which course(s) the foreign student should be admitted.
 - 2. If either an unfavorable ISMS review or the respective Superintendent (or his designee) non-concurs, Admissions will notify the applicant in writing that his/her application cannot be accepted.
 - 3. If approval is granted by EMI or NFA, and class space is available, Admissions will notify the applicant in writing of acceptance.

IX. Unique or Late Schedule Courses

Each year NFA and EMI offer a number of unique courses, i.e., train-the-trainers, and pilot offerings of new or revised courses. These are generally in support of a FEMA program office or special need to evaluate course materials.

- A. If the course request is received at least 60 days prior to the course start date, Admissions will:
 - 1. Assign it a course code, when appropriate;
 - 2. Coordinate the required support, i.e., application screening, certificates, stipend reimbursement;
 - 3. Notify the Housing Office of requirements for housing and ground transportation to/from airports; and
 - 4. Use the selection criteria and any prerequisites included in the request if application screening is required.
- B. NFA or EMI recruits for these unique offerings or courses scheduled at the last minute, coordinating the recruitment effort so that applications are sent directly to Admissions.
 - 1. Applications must be received no later than four weeks before the start of the activity.
 - 2. If the course is to be canceled, Admissions will notify accepted students within two working days of the cancellation. Cancellations should be made at least 30 days prior to the course start date and, preferably, prior to the acceptance notifications being sent to avoid payments for airline ticket cancellations or changes.
- C. If the pre-course materials are to be accessed via the web, Admissions will ensure the web address provided to the students is correct.
- D. When special ground transportation is necessary between the airport and campus (does not adhere to the published schedules), NFA or EMI will coordinate directly with the Contracting Officer's Representative for the facilities contract. If the request cannot be accommodated through the facility contract, the Housing Office will notify NFA or EMI to discuss options.

X. Course Certificates

Students who successfully complete resident courses receive certificates at the end of each course.

- A. To ensure that certificates are properly issued in a timely manner, Admissions will:
1. Make rosters available on-line for each class to each school. Each school should return initialed/corrected rosters to Admissions no later than two days after the course start date.
 2. Make appropriate changes to the database, as noted on the corrected rosters, which are initialed by each student. Certain changes may require submission of a new application. If a student changes organizations between the time they were accepted into a course and the time they arrive for the course, they must fill out a new application form. Course managers are responsible for reviewing the draft roster and obtaining new applications for any students meeting these criteria. NETC Admissions will notify course managers in other instances where new applications are required.
 3. Generate NFA or EMI certificates for those students listed on the final roster.
 4. Deliver certificates to the designated NFA or EMI office by noon of the day before the course end date.
- B. Admissions will email certificates to students for courses with post-course assignments. The following procedures will apply:
1. Admissions shall issue a letter in lieu of a certificate at graduation for all students who have successfully completed the resident course work.
 2. EMI or NFA determines the timeframe for completion of post-course projects and notifies Admissions when a student completes the project.
 3. Admissions will maintain all records for that student in the Admissions System. The certificate date will be removed until written notification is received from the school that the student's project has been completed. Admissions will then issue the appropriate certificate to the student for completion of the course. The student's record will then be changed to reflect the course grade assigned or pass/fail.
 4. If NFA or EMI provides Admissions with written notification that the student's project was not completed or was unsatisfactory, the student's status for completion of the course should be changed to "fail" in the Admissions System and the student notified of the change.
- C. Requests to provide course certificates to instructors participating in a course must be approved by the respective Superintendent. Certificates will be issued after approval and receipt of a FEMA Form 119-25-1, General Admissions Application. These may be done individually or by category.

- D. Admissions will generate certificates for other courses based on guidance provided by the NFA or EMI Superintendent.
- E. Admissions will issue replacement certificates upon receipt of a written request from the student to do so.
- F. If notified by the NFA or EMI Superintendent of any student who should not receive a certificate, Admissions will include that notification in the student's official record in the Admissions System. The certificate date will be removed and a note will be placed in the notes field stating why the certificate date was removed.

XI. Transcripts

- A. Admissions will provide transcripts for all students in the Admissions System, upon receipt of a written request from the student.
- B. Admissions will process transcript requests within five working days of receipt, and will mail two copies to the student, unless otherwise specified by the student.
- C. Requests for EMI Independent Study transcripts will be forwarded to the EMI Independent Study Office.
- D. Requests for NFA Online transcripts will be forwarded to the NFA Online office.

CHAPTER 2 – ATTENDANCE STATUS

I. General Information

This Chapter provides guidance regarding the student in the class: attendance, cancellation, early departure, failure, or incomplete status.

II. Attendance Policies

Students are expected to attend all class sessions.

- A. The Course Manager or Training Specialist, in collaboration with the Superintendent, may waive this policy in order to accommodate students with extraordinary circumstances as long as students complete all course requirements.
- B. If there is any question regarding whether there will be a penalty assessed against the student for failure to attend all class sessions, Admissions will request written guidance from the respective Superintendent.

III. Cancellation by the Student

If a student is unable to attend a course, he/she must notify Admissions in writing (letter, fax, or email) at least 30 days before the course start date, except in cases of emergency cancellation, to avoid restrictions on future attendance.

- A. A student who cancels in writing before the course start date may reapply during the next enrollment period for NFA classes. For EMI classes, students can apply for any remaining offerings during that fiscal year. There is no guarantee that the student will be automatically rescheduled and placed in the next course.
- B. A student who fails to attend the class will be restricted from attendance at EMI or NFA courses for 24 months from the course start date, unless the reason for cancellation or non-attendance is one of the following:
 - 1. Department suffers severe financial/personnel cutbacks;
 - 2. Personal injury/illness;
 - 3. Retirement;
 - 4. Family emergency (generally stated, but examined on a case-by-case basis);
 - 5. Disaster duty; or
 - 6. Emergent local situation.

- C. To remove the restriction, the student should send a letter to Admissions explaining the cancellation or failure to attend. If Admissions lifts the restriction, the student may reapply during the next enrollment period or for advertised vacancies within the same enrollment period. Admissions will contact the respective Superintendent prior to denying such requests.
- D. In the event a student telephones Admissions to cancel from a course, Admissions shall note the cancellation and advise the student that Admissions will not cancel the student from the course until Admissions receives written notification from the student, the student's supervisor, or the Training Specialist/Course Manager.
- E. Admissions will honor requests for transfer from one course date to another only when space is available. The student must submit the request in writing.

IV. Early Departures

Occasionally students depart campus before they complete the class. When this happens, Admissions will notify NFA or EMI by email following the departure, requesting the following information: certificate issued (yes/no), and stipend authorized (yes/no).

- A. Admissions will follow up with NFA or EMI if questions still exist.
- B. NFA or EMI Superintendent will notify Admissions in writing or by email if:
 - 1. The student will be priority placed during the next semester;
 - 2. A second stipend is to be paid for the student to repeat the course;
 - 3. The student must attend all sessions of the newly scheduled course; or
 - 4. The student only has to make up the sessions the student missed.
- C. If Admissions prepared a certificate for the student and forwarded it to the appropriate school, Admissions will ask that it be returned.

V. Failures/Incompletes

If NFA or EMI notifies Admissions in writing that a student attended all class sessions but failed to successfully complete the class, Admissions will modify the student record. For the impact on the student's stipend, see NETC SOP 119-24, Administration of the Student Stipend Program.

CHAPTER 3 – CAMPUS SHUTDOWN

I. General Information

Closing of campus to students may result from a government shutdown or national or local emergency event. At NETC, this would mean that all operations and functions would come to a halt. Classes currently in session will be dismissed and appropriate shutdown procedures will be put in place. Classes may resume at a time to be determined. The following procedures are in place to assist Admissions in the shut-down and start-up activities involving the students affected by the closing.

II. NETC Campus Shutdowns

The Director, NETC MOSS Division, will notify Admissions of the shutdown.

A. Shutdown while EMI or NFA students are on the NETC campus. Admissions will ensure the timely departure of students by:

1. Issuing special letters to expedite travel; and
2. Reviewing all claims for reimbursement for eligible students affected by the shutdown (see NETC SOP 119-24, Administration of the Student Stipend Program).

B. Shutdown when EMI and NFA students are not yet on campus at NETC. Admissions will conduct the following shutdown procedures:

1. Coordinate notifications to students from the NFA and EMI Superintendents notifying them to cancel travel plans.
2. Contact (using home and then organization phone numbers or by email with return receipt requested) affected students, noting on class rosters the date/time of call or email message.
 - i. Also record if email message was read, or if phone call message was left with the student or on voice mail, machine, or with another person.
 - ii. Calls will be followed up with notifications. (If foreign students are affected, notification will be made by fax or email.)
3. If a 2-day on-campus course is affected, contact the Program Manager so that he/she can notify the State Coordinator.

C. Start-up activities. Once the shutdown is over, Admissions will:

1. Coordinate with EMI and NFA on when/what courses will resume. The Superintendents of EMI and NFA will provide written guidance on how they wish to handle students who were sent home or those who were notified that the courses they were scheduled to attend were cancelled. (The timeline should allow at least three weeks for Admissions to contact and reschedule students.)
2. Contact affected students as to whether they wish to reschedule their class or cancel.
3. Contact affected students as to when scheduled classes will resume. (If foreign students are affected, fax or email the information.)
4. Coordinate with the Program Manager on rescheduling canceled 2-day on-campus courses.
5. Review all claims for reimbursement for eligible students affected by the resumption of activities (see NETC SOP 119-24, Administration of the Student Stipend Program).

CHAPTER 4 – NFA-SPECIFIC PROCEDURES

I. General Information

Admissions procedures specific to NFA are noted in this Chapter.

II. Selection Process

After the respective enrollment period, Admissions will select and schedule, using a computer-generated random selection process, qualified applicants for classes.

- A. The computer-generated random selection process ensures that the applicants selected represent a broad geographic distribution.
- B. If requested, Admissions will adjust admissions placements for partnerships as stipulated in the guidance from NFA. (One example is when a Fire Marshal and Building Official should attend together as a team.)
- C. Except in “pilot” offerings, placement in the Volunteer Incentive Program (VIP) courses are first offered to emergency services personnel in volunteer departments (including part-time paid on-call and others as stated in the VIP selection criteria) and predominately volunteer combination departments. Career personnel may be admitted when space is available. Further information on VIP eligibility is listed in the NFA course catalog.

III. Executive Fire Officer (EFO) Program

- A. The application period for the EFO Program is a full year, with a cutoff date of June 15 each year. Applications postmarked after that date will be considered for the next fiscal year.
- B. If an EFO Program application package is submitted without all of the components, Admissions will contact the applicant and notify them that they should submit the missing items to Admissions.
 - 1. On an on-going basis, Admissions personnel will review and ensure that the application package contains the required seven components: FEMA Form 119-25-1, essay response form, resume, organizational chart, copy of the applicant’s terminal academic diploma or transcript, letter from applicant, and letter of recommendation from chief officer or official.
 - 2. Admissions will review to determine the proper rank/position is being complied with and that the applicant has the appropriate academic pre-requisite.

- C. Admissions will provide NFA with the EFO Program package for final review. This will follow the June 15 deadline, and applications will be provided to NFA within 2 weeks after this date.
- D. Admissions will send class acceptance or rejection notifications to all EFO Program applicants, after notification by NFA of the status of the applicants.
 - 1. Between April 15th and June 15th each year, accepted EFO Program students will submit a long-form application (119-25-1) to the Admissions Office. The application will include any updates in personal information (address, phone, email, rank etc.), indicate the EFO Program course title, and the first, second and third choices for the dates. In box 16, simply enter "EFO." There is no need to complete the rest of the application.
 - 2. Using random selection, the Admissions Office will make every attempt to give the student one of the three date choices. On a rare occasion, because of space requirements, another date may be assigned.
 - 3. Once assigned, any requests for a change in class dates must be submitted in writing, from the Chief of the Department and addressed to the NFA Deputy Superintendent. In the case of a student who is the Chief of the Department, then that Chief's superior will be required to send the letter. The Deputy Superintendent will approve/disapprove all change requests.
 - 4. If the request is based on an unanticipated local or family event (disaster, the student was injured in the line of duty, illness, significant family event), additional documentation will be required to support the request. These events are usually last-minute cancellations.
 - 5. Students requesting a change will be placed in the next class on a space available basis. Specific date choices can't be honored because other students have already been assigned. Students who request a change based on a documented unanticipated local or family emergency will be given priority. Students who request a change based on their or the department's convenience will be given the lowest priority.
 - 6. If there is no space available in the fiscal year, the student will be assigned to the next available class the following fiscal year.
- E. Admissions will clear foreign EFO Program students through ISMS bi-annually while in the EFO Program. A recommendation to the Superintendent will only be done for the first year of the EFO Program.
- F. When notified by NFA that a student did not complete the research project or failed to attend a scheduled class, Admissions will remove the student from the next scheduled course offering. Notification will be made to the student in writing.

- G. If an EFO Program student voluntarily withdraws or is removed from the EFO Program prior to a scheduled offering in which the student is confirmed, Admissions will notify him/her that he/she cannot participate in the current offering as a non-EFO Program student, but may reapply for the offering during the next scheduled application period in a non-EFO Program status.

IV. Managing Officer (MO) Program

- A. The application period for the MO Program is a full year, with a cutoff date of December 15 each year. Completed applications postmarked after that date will be considered for the following session.
- B. Admissions personnel will review and ensure that the application packages contain the required components:
 - 1. FEMA Form 119-25-1;
 - 2. Written component (description of most substantial professional achievement, what is expected to be achieved in the program, how background and experience will contribute to the program and to fellow participants, and a description of a challenging management topic in the organization);
 - 3. Resume;
 - 4. Organizational chart;
 - 5. Copy of the applicant's terminal academic diploma or transcript;
 - 6. Letter from applicant;
 - 7. Letter of recommendation from chief officer or official;
 - 8. Ensure that the proper rank/position is being complied with; and
 - 9. Verify that the applicant has the appropriate academic pre-requisite.
- C. If a MO Program application package is submitted without the written component or any other required components, Admissions will contact the applicant and notify them that they should complete and submit the requested information to Admissions. The application must be complete by the cutoff date.
- D. Admissions will provide NFA with the MO Program packages for final review. This will follow the December 15 deadline, and applications will be provided to NFA within 2 weeks after this date.
- E. Admissions will send class acceptance or rejection notifications to all MO Program applicants, after notification by NFA of the status of the applicants.

- F. Between October 15th and December 15th each year, MO Program students will submit a long-form application (119-25-1) to the Admissions Office. The application will include any updates in personal information (address, phone, email, rank etc.), indicate the MO Program course title, and the first, second and third choices for the dates. In box 16, simply enter "MO." There is no need to complete the rest of the application.
1. Using random selection, the Admissions Office will make every attempt to give the student one of the three date choices. On a rare occasion, because of space requirements, another date may be assigned.
 2. Once assigned, any requests for a change in class dates must be submitted in writing, from the Chief of the Department and addressed to the NFA Deputy Superintendent. The Deputy Superintendent will approve/disapprove all change requests.
 3. If the request is based on an unanticipated local or family event (disaster, the student was injured in the line of duty, illness, significant family event), additional documentation will be required to support the request. These events are usually last-minute cancellations.
 4. Students requesting a change will be placed in the next class on a space available basis. Specific date choices can't be honored because other students have already been assigned. Students who request a change based on a documented unanticipated local or family emergency will be given priority. Students who request a change based on their or the department's convenience will be given the lowest priority.
 5. If there is no space available in the fiscal year, the student will be assigned to the next available class in the following fiscal year.
- G. Admissions will clear foreign MO Program students through ISMS as often as required by FEMA Security (currently every six months) while in the MO Program. A recommendation to the Superintendent will only be done for the first year of the MO Program.
- H. If a MO Program student voluntarily withdraws or is removed from the MO Program prior to a scheduled offering in which the student is confirmed, Admissions will notify him/her that he/she cannot participate in the current offering as a non-MO Program student, but may reapply for the offering during the next scheduled application period in a non-MO Program status.

V. Pilots and Resident Train-the-Trainers

These offerings are often advertised on the NFA website. If a pilot or train-the-trainer offering is not offered on the website, it may be an invitation-only offering.

- A. Students accepted into pilot offerings will not be restricted from attending other NFA courses within the same fiscal year.
- B. Admissions will receive all applications.
- C. Applications and supporting documentation will be available in the Admissions Office if the Training Specialists want to review.
- D. After NFA Training Specialists review rejected applications, they will note if applicants should be placed in the course offerings and why.

VI. NFA 2-Day On-Campus Courses

- A. Admissions will receive all applications directly from the State Coordinators. If Admissions does not have the applications six weeks prior to the weekend start date, Admissions will notify the NFA Training Specialist.
- B. Admissions will review applications for completeness, special needs, foreign status, and minimum age requirements. If there are applications that are not complete or are questionable, Admissions will notify the State Coordinator, with an email message to the NFA Training Specialist, no later than five working days after receipt.

VII. NFA-Sponsored 2-Day Off-Campus Courses

- A. Admissions will receive applications from the course host within 60 days of course completion.
- B. Admissions will enter all student information into the student database and email certificates directly to the students.

VIII. NFA-Sponsored Off-Campus Courses including 6- and 10-day Off-Campus and Certain State Partnership Courses

- A. States will review student applications against selection criteria and select who should be enrolled in the course.
- B. States will forward all applications to the NETC Admissions Office six weeks prior to the course start date.
- C. Admissions will email certificates to the students enrolled in the class who successfully complete all the course requirements.
- D. NFA will notify Admissions in writing of students who do not complete course requirements or who fail examinations. Notification should be received by Admissions within two weeks of the course completion date.

IX. State-Sponsored NFA 2- and 6-Day Courses

- A. Admissions will enter all student information into the Admissions System upon receipt of applications from the course host based on the order of receipt. Priority will be given to courses where certificates are to be issued.
- B. Admissions will prepare certificates when required for individuals who successfully completed the class and email the certificates directly to the students.

CHAPTER 5 – EMI-SPECIFIC PROCEDURES

I. General Information

Admissions procedures specific to EMI are noted in this Chapter.

II. Application and Placement Process

- A. Admissions will ensure that applications for state and local resident courses from state, local, and territorial applicants are endorsed by the State Training Officer (STO). State, local, and territorial applicants are required to have the STO's signature in addition to the supervisor's signature.
- B. Admissions will ensure that applications for state and local resident courses from FEMA Regional employees are endorsed by the Regional Training Manager (RTM). FEMA Regional employees are required to have the RTM's signature in addition to the supervisor's signature. For FQS IWMD training, permanent and temporary full-time Regional employees need signatures from the attendee, supervisor and the RTM. Reservists need attendee signature only. All others need attendee and supervisor signatures.
- C. Admissions will ensure that applications for state and local resident courses from FEMA Headquarters (HQ) (including Mobile Emergency Response Systems/Support (MERS), Long Term Recovery Offices (LTRO's), and National Processing Service Center (NPSC) detachments), NETC, CDP, Hyattsville and Olney employees are signed by the applicant and the applicant's supervisor.
- D. Admissions will ensure that applications from other federal agency employees are signed by the applicant and the applicant's supervisor.
- E. Admissions will ensure that Tribal applications for state and local courses are signed by the applicant and the head of the sponsoring organization or designee.
- F. Admissions will ensure that applications for FQS IWMD courses from Reservists are signed by the applicant.
- G. Admissions will ensure that applications for FQS IWMD courses from PFT, TFT, and CORE regional staff are signed by the applicant, the applicants' supervisor, and the RTM.
- H. Admissions will ensure that applications for FQS IWMD courses from PFT and TFT from HQ are signed by the applicant and the applicant's supervisor.

NOTE: If an applicant is from a region but representing HQ when they are attending an FQS IWMD course, they should indicate the HQ organizational element as their sponsoring organization and have the head of that sponsoring organization endorse

the application. The RTM signature is not required in this instance since the applicant is representing HQ.

- I. For acceptance into some courses, EMI considers work experience in lieu of, or in addition to, formal credentials.
- J. If an application is questionable, Admissions will notify the EMI Course Manager of the request for a waiver, and EMI will, in turn, notify Admissions of the decision to waive or not to waive the selection criteria.
- K. Six weeks prior to a course start date, if there are any remaining vacancies, Admissions will fill the course with names from the wait list.
- L. Provided the person is qualified, Admissions will place students into EMI courses up until six weeks prior to the course start date, unless one or more of the following occurs:
 - 1. No bed space is available and no alternate housing has been approved by the Superintendent.
 - 2. Overbooking is not allowed based on selection criteria provided by the Course Manager.
 - 3. Travel expenses, caused by late registration and travel arrangements, will result in an extreme increase in airfare and other travel expenses.

III. Off-Site (“L”) Courses

- A. Admissions will receive applications within 60 days of the course end date for all off-site resident courses.
- B. EMI Course Managers are responsible for filling out the L Course Stipend Worksheet (EMI form), identifying all costs that will be reimbursed, and receiving approval from the EMI Budget point of contact prior to submitting the form to Admissions. Approved L Course Stipend Worksheets must be forwarded to Admissions 4 weeks prior to course start date. Admissions will prepare and provide stipend forms to the Course Manager 2 weeks prior to course start date.
- C. Admissions will process applications for off-site resident courses in the following order:
 - i. Applications where students will be paid a stipend.
 - ii. When immediate need is requested and approved by EMI Superintendent (as an exception)
 - iii. All others will be processed in order they were received in the NETC Admissions Office.
- D. Admissions will email certificates as applications are processed.

IV. Master Trainer Program (MTP)

- A. Applicants can apply for the MTP throughout the year.
 1. Admissions will ensure that students have completed E610 before they can be accepted into the MTP.
 2. Students may attend as many courses in the program as they wish within a 1 to 2-year timeframe without them being counted against the three trips per fiscal-year policy.
- B. Admissions will ensure that a copy of the application (approved by the Course Manager as final signatory), letter of acceptance, and a memo from EMI stating to place the student into the MTP is received before placing the student into a course in the Master Trainer Program.
- C. Admissions will automatically schedule MTP students for the next class without them having to submit a new application form.
- D. The Course Manager will notify Admissions when the student has completed all requirements. Once this is done, the student is considered as having completed MTP, and a certificate date will be entered into the E600 record.
- E. On rare occasions, students may attend a MTP course at an off-site location (i.e., Joint Field Office). On these occasions, the course will be administered in accordance with the guidance found in Section IV of this Chapter.

V. Emergency Management Professionals Program (EMPP)

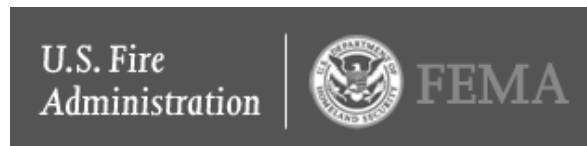
This program includes the following academies:

- National Emergency Management Basic Academy
 - National Emergency Management Advanced Academy
 - National Emergency Management Executive Forum
- A. Applications for the EMPP academies are received throughout the year.
 - B. Admissions will schedule the students for each of the academies.
 - C. Admissions reviews and accepts applicants for the Basic Academy.
 1. The students are scheduled for the Basic Academy, and enrolled in the first course of the program, E0101, Foundations of Emergency Management. Students must apply for each of the other courses (E0102, E0103, E0104, and E0105).

2. Students must complete E0101 – Foundations of Emergency Management prior to being scheduled to complete the other courses in the academy.
- D. Designated EMI Staff review and accept applicants for the Advanced Academy.
1. The students for the Advanced Academy are scheduled for E0451. They are then automatically scheduled for the remaining courses (E0452, E0453, and E0454) as a cohort.
 2. These courses must be completed consecutively.
- E. Designated EMI Staff review and accept applicants for the Executive Forum.
1. The students for the Executive Forum are scheduled for E0680. They are then automatically scheduled for the remaining courses (E0682, E0684, and E0686).
 2. The first three courses (E0680, E0682 and E0684) are pre-requisites for E0686. These courses do not have to be completed consecutively although we prefer that they do.
 3. If the student cannot attend one of the courses, they can be rescheduled for that missed course during the next fiscal year or next offering.

VI. Master Exercise Practitioner Program (MEPP)

- A. Applications for MEPP are received throughout the year with a deadline of July 1 for each year.
- B. Designated EMI Staff review and accept applicants for the program.
- C. Admissions will schedule the students for the complete series of courses (E132, 133, and 136).
1. The applicant is expected to stay within the series to which they have been assigned, rather than attend one class in different series.
 2. If a student cancels from E132, he/she must be canceled from the other courses (133 and 136 for that series). The student may be rescheduled for another series if space is available.
 3. If the student attends E132, but cancels from E133 or 136, the student may be rescheduled for another series for those one or two classes only, if space is available. The Course Manager will notify Admissions in writing of the exception.
 4. Once the student completes the three courses in the series, Admissions will enter the certificate date of the last course in the special program record.



NFA-specific Standard Operating Procedure

Number	Date
700.3	September 2016

Course Certificates and Grades for Foreign Students

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) describes the policy and procedures for issuing end-of-course grades and certificates for students who are not United States citizens.
- B. See NETC SOP 119-25 *Policy and Procedures for Admissions* for additional requirements pertaining to foreign student applications.

II. Supersession:

- A. Replaces NFA-specific SOP 700.3, dated July 2015.
- B. Replaces NFA-specific SOP 700.3, dated January 2015. (Contact information and signature block updated.)
- C. Replaces NFA SOP 700.2, dated December 22, 2011. (700.2 renumbered to 700.3 and content updated)
- D. Replaces NFA Instruction 700.2, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure)

III. Authority/Reference: 15 U.S.C. § 2206 (c) "Powers of Superintendent".

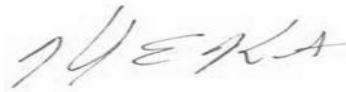
IV. Definitions: Refer to NFA-specific SOP 100.2

V. Responsibilities: It shall be the policy of the NFA that foreign students shall be eligible for end-of-course grades or certificates for any NFA-sponsored course which they have successfully completed.

VI. Standard Operating Procedures:

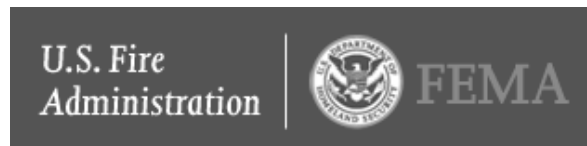
- A. Students, including foreign students, who attend NFA-sponsored courses are eligible for end-of-course grades and certificates in accordance with NFA-specific SOP 700.4 *Student Performance Measures: End of Course Grades*.

- B. In order to receive an end-of-course grade and certificate, students shall complete registration procedures in accordance with stated admissions policies, and successfully complete the course.
 - C. In rare cases, NFA-sponsored courses may be delivered outside the continental United States or Hawaii, such as US territories or possessions; or on Department of Defense military bases. In those cases, the granting of end-of-course grades or certificates shall be at the discretion of the NFA Superintendent.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent, at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.



NFA-specific Standard Operating Procedure

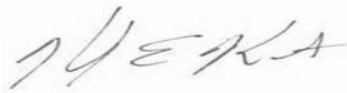
Number	Date
700.4	September 2016

Student Performance Measures: End-of-Course Grades

- I. **Purpose:** This NFA-specific standard operating procedure (SOP) establishes end-of-course grading criteria for student performance in NFA-sponsored courses. This does not apply to grades associated with the Executive Fire Officer Program (EFOP) Applied Research Papers. Please refer to the EFOP Handbook for more information:
https://www.usfa.fema.gov/downloads/pdf/efop_guidelines.pdf
- II. **Supersession:**
 - A. Replaces NFA-specific SOP 700.4, dated July 2015.
 - B. Replaces NFA-specific SOP 700.4, dated April 2015. (Contact information and signature block updated.)
 - C. Replaces NFA-specific SOP 700.4, dated January 2015. (Information pertaining to the letter grade D removed from Table 700.4.1)
 - D. Replaces NFA SOP 700.3, dated December 22, 2011. (700.3 renumbered to 700.4 and content updated)
 - E. Replaces NFA Instruction 700.3, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure)
- III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. **Definitions:** Refer to NFA-specific SOP 100.2
- V. **Responsibilities:** It shall be the policy of the NFA that students who attend NFA-sponsored courses are formally evaluated to verify the degree to which learning objectives and/or outcomes for that course have been met.
- VI. **Standard Operating Procedures:**
 - A. Following completion of the course, students shall be issued an end-of-course grade in accordance with Table 700.4.1 *Student Performance Criteria and Corresponding End-of-Course Grades* (attached).

- B. Students who withdraw from the course, fail to attend the course, or do not complete the requirements for the course shall be issued a letter grade in accordance with Table 700.4.1 *Student Performance Criteria and Corresponding End-of-Course Grades*.
- C. End-of-course grades shall be permanently recorded on student transcripts in the NETC Admissions Office.
- D. A copy of this SOP shall be made available to all contract instructors and students.
- E. Instructional Systems Specialists (ISS), in conjunction with Training Specialists (TS), shall establish student assessment instruments that evaluate performance on the entire range of learning objectives included in each course.
- F. TS, in conjunction with ISS, shall establish the number of student assessment instrument(s) and the minimum passing score requirements for the instrument(s) and the course.
- G. Contract instructors are responsible for administering student assessment instruments and recording student scores in accordance with the form and procedures developed for each course. Note: Instructors do not have the authority to dismiss a “high missed” or “bad” question. They must notify the TS – only the TS has the authority to adjust an assessment instrument and/or a student’s grade.
- H. Contract instructors shall submit the recorded scores to the TS at the end of the course delivery in accordance with the form and procedures developed for each course.
- I. Students who do not obtain an end-of-course passing score shall not be eligible to receive a stipend reimbursement for the failed course.
- J. Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future on-campus residential course offerings.
- K. Incompletes (I) shall not be given in lieu of a letter grade to simply extend the time given to the student to complete the work without evidence of extenuating circumstances approved by the TS. An “I” grade must be removed by the end of the next semester following the course, or it automatically becomes a Fail “F” grade.
- L. The TS shall be responsible for notifying the NETC Admissions Office when the “I” grade is changed to another letter grade.
- M. Appeals regarding an end-of-course grade or other matters in a course shall be discussed first with the contract instructor.

- If the student remains dissatisfied, he/she should advance the appeal to the TS.
 - N. If the TS is unable to mediate a resolution, the student may advance the appeal to the NFA Deputy Superintendent in accordance with NFA-specific SOP 700.6, *Academic Grievances and Grade Appeals*.
 - O. If the appeal is not resolved after mediation at this level, the student may advance the appeal to the NFA Superintendent, whose decision is final.
 - P. An official transcript of a student's academic record may be ordered online through the NETC Admissions Office. Transcript request instructions may be found on the USFA website at http://www.usfa.fema.gov/training/nfa/admissions/transcript_request.html
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

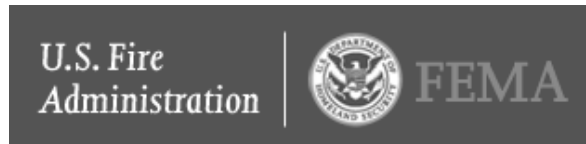
Attachment Table 700.4.1 *Student Performance Criteria and Corresponding End-of-Course Grades*

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.

**Table 700.4.1
Student Performance Criteria and Corresponding End-of-Course Grades**

Letter Grade	Point or Percentage Range	Student Performance Criteria
A	90-100	<ul style="list-style-type: none"> • demonstrates consistent mastery of learning outcomes for the course; • demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills; • completes work assignments that consistently exceed requirement and that interpret and apply objectives in new, unique, or creative ways; and, • demonstrates consistent leadership in class participation activities.
B*	80-89*	<ul style="list-style-type: none"> • demonstrates a high level of competence in learning outcomes for the course; • demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills; • completes work assignments that consistently meet most requirements; and, • contributes regularly to class participation activities.
C	70-79	<ul style="list-style-type: none"> • demonstrates a satisfactory level of competence in learning outcomes for the course; • demonstrates competent ability to interpret, integrate, and apply learning outcomes within the context of the course; • completes work assignments that satisfy minimum requirements for the course; and, • satisfies minimum requirements for class participation activities.
F	69 and below	<ul style="list-style-type: none"> • cannot demonstrate competence in many or fundamental outcomes for the course; • submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work; and, • does not satisfy minimum requirements for attendance or contribution to class activities.
No Show NS	—	<ul style="list-style-type: none"> • fails to appear for a course they were accepted for without any written notification; they cannot attend another NFA-sponsored class for 2 years.
Incomplete I	—	<ul style="list-style-type: none"> • has satisfactorily completed most of the required work for the course, but due to medical reasons or other extenuating circumstances, is unable to complete the work by the end of the next semester.

*Students enrolled in the Executive Fire Officer Program must achieve a minimum score of 80 in each of the four courses in that curriculum.



NFA-specific Standard Operating Procedure

Number	Date
700.5	September 2016

Student Performance Measures: Individual Assessment and Course Repeats

- I. Purpose:** This NFA-specific standard operating procedure (SOP) establishes policies and procedures for the repeat of student assessment instruments and retaking NFA-sponsored courses.
- II. Supersession:**
- A.** Replaces NFA-specific SOP 700.5, dated July 2015.
 - B.** Replaces NFA-specific SOP 700.5, dated January 2015. (Contact information and signature block updated.)
 - C.** Replaces NFA SOP 700.4, dated December 22, 2011. (700.4 renumbered to 700.5 and content updated)
 - D.** Replaces NFA Instruction 700.4, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure.)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:**
- A.** It shall be the policy of the NFA that students who fail a student assessment instrument, or receive an end-of-course F/Failure, or I/Incomplete letter grade shall be allowed the opportunity to remediate the grade to a passing score in accordance with this SOP.
 - B.** End-of-course grades shall be permanently recorded in the NETC Admissions Office.
 - C.** A copy of this SOP shall be made available to all contract instructors and students.

VI. Standard Operating Procedures:

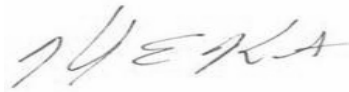
A. Repeats: Individual Student Assessment Instruments

1. Students may be permitted two (s) opportunities to obtain a passing score on an assessment instrument.
2. If a student does not achieve a passing score on an assessment instrument the first time, there is no waiting period before retaking the instrument. However, remediation should be provided prior to the assessment retake.
4. If a student does not achieve a passing score on the assessment after two attempts, the student's highest score of the two attempts shall be recorded as permanent.
5. The instructor, upon concurrence of the Training Specialist, may give the student an alternate assessment instrument as long as the learning objectives are evaluated.
6. For NFAOnline mediated courses, students may be permitted two opportunities to obtain a passing score on an assessment instrument.
7. For NFAOnline self-study courses, students will be permitted three attempts to pass an NFAOnline course exam, unless otherwise specified. After which the student's account will become locked and will require remediation and assistance from the NFAOnline Help Desk.

B. Repeats: Entire Course

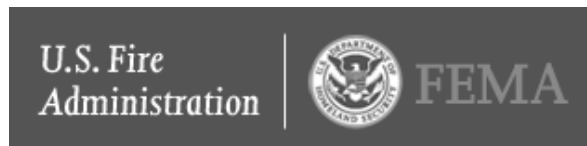
1. Students who do not obtain an end-of-course passing score shall not be eligible to receive a stipend reimbursement for the failed course.
2. Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future on-campus course offerings.
3. Incompletes (I) shall not be given in lieu of a letter grade to simply extend the time given to the student to complete the work without evidence of extenuating circumstances approved by the Training Specialist. An "I" grade must be removed by the end of the next semester following the course, or it automatically becomes an "F" grade.
4. Grades earned as a result of both enrollments may appear on the student's official transcript.

- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



Kirby E. Kiefer
Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
700.6	September 2016

Academic Grievances and Grade Appeals

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) establishes academic grievance and grade appeal procedures for NFA students. Note: This does not apply to grades associated with the Executive Fire Officer Program (EFOP) Applied Research Paper. Please refer to the EFOP Handbook for more information: https://www.usfa.fema.gov/downloads/pdf/efop_guidelines.pdf
- B. Academic grading reflects careful and deliberate judgment by an instructor delivering a course. Academic evaluation of student performance requires expert consideration of cumulative information. Such decision-making, by its nature, is judgmental and evaluative. The education process, moreover, is not by nature adversarial, but rather centers upon a continuing relationship between instructor and student. Administrative interposition, except in the most extreme instances, is to be avoided.
- C. The NFA recognizes that in rare instances there may be errors, or "palpable injustice(s)" in determination of a final grade. A student alleging such error or palpable injustice; i.e., a clear showing of arbitrary or capricious action, may appeal as provided in this SOP.

II. Supersession:

- A. Replaces NFA-specific SOP 700.6, dated July 2015.
- B. Replaces NFA-specific SOP 700.6, dated January 2015. (Contact information and signature block updated.)
- C. Replaces NFA SOP 700.5, dated December 22, 2011. (700.5 renumbered to 700.6 and content updated)
- D. Replaces NFA Instruction 700.5, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure)

III. Authority/Reference: 15 U.S.C. § 2206 (c) "Powers of Superintendent".

IV. Definitions: Refer to NFA-specific SOP 100.2

V. Responsibilities:

- A. It shall be the policy of the NFA that academic grievances are resolved in accordance with this SOP.
- B. A copy of this SOP shall be made available to all NFA contract instructors and students.

VI. Standard Operating Procedures:

A. Academic Grievances

- 1. Any student who believes that he or she has been subjected to an improper decision on an academic matter is entitled to file a grievance to obtain an independent review of the allegedly improper decision, followed by corrective action if appropriate.
- 2. Formal written grievances must be made within fifteen (15) calendar days of the alleged grievance.
- 3. Efforts should be made to resolve the issues at an informal level without the complaint escalating to the status of a formal written grievance. The student should first discuss the matter, with the individual(s) most directly responsible.
 - a. If no resolution results, the student should then consult with the individual at the next administrative level, for example, for contract instructors the Training Specialist (TS) is the next level of appeal, or, for those cases in which there is none, the Branch Chief and or the NFA Deputy Superintendent.
 - b. Every reasonable effort shall be made to resolve the informal grievance within thirty (30) calendar days.
- 4. If informal means of resolution prove unsatisfactory, the NFA SOP 700.1 Code of Conduct and the National Emergency Training Center (NETC) SOP 119-22 *Conduct on the NETC Campus* shall be applied.
- 5. The student should provide a written statement of the decision that constitutes the subject matter of the alleged grievance or dispute, the grounds on which it is being challenged, and the reasons why the grievant believes that the decision was improperly taken. The statement should also include a description of the remedy sought and the informal efforts taken to date to resolve the matter.
- 6. The grievance shall be submitted to the NFA Deputy Superintendent.

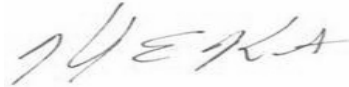
7. The grievant shall be notified of the time and place of the of grievance review. The grievant has a right to appear in person or submit additional written evidence, have representation, and present any witnesses on his/her behalf.
8. Every reasonable effort shall be made to resolve the formal grievance within sixty (60) calendar days.
9. The grievance shall be heard by the NFA Superintendent.

B. End-of-Course Grade Appeals

1. Students who wish to appeal their end-of-course grade shall first discuss the matter with the instructor to attempt to resolve the conflict. Either the student or the instructor may request that the meeting occur in the presence of the TS.
2. If students cannot resolve the conflict with the instructor, they may file a grade appeal with the TS.
 - a. The student must submit the appeal in writing within 15 calendar days from the completion of the course.
 - b. The student's written appeal must be in hard copy, and must include:
 - 1) A statement explaining why the student believes his/her grade should be changed;
 - 2) A list of the student's grades for student assessment instruments completed in the course;
 - 3) For any of the student's work that was not returned to the student by the instructor, the student should include a list of documents that have not been returned. Note: Although all graded and practice student assessment instruments are returned to the student for review, the student is required to return all graded and practice student assessment instruments to the instructor. For the purpose of grade appeals, the TS is required to retain all graded and practice student assessment instruments for a minimum of 30-days.
3. Students should understand that the burden of proof is upon them to make the case that a "palpable injustice" or bias has occurred, so the student should seek to make as strong a case as possible by including supporting documents to claims made.

4. The TS may deny the appeal, in which case the matter shall be automatically referred to the NFA Superintendent for concurrence or non-concurrence. The decision of the NFA Superintendent shall be final.
5. The TS shall notify the NETC Admissions Office of the final grade determination.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



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Deputy Superintendent
National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
700.7	September 2016

Student Performance Measures: Maintaining Student Grades

- I. Purpose:** This NFA-specific standard operating procedure (SOP) outlines the procedures for documenting grades for student assessment instruments, and transferring the end-of-course grade to the National Emergency Training Center (NETC) Admissions Office.
- II. Supersession:**
- A. Replaces NFA-specific SOP 700.7, dated July 2015.
 - B. Replaces NFA-specific SOP 700.7, dated January 2015. (Contact information and signature block updated.)
 - C. Replaces NFA SOP 700.6, dated December 22, 2011 (700.6 renumbered to 700.7 and content updated)
 - D. Replaces NFA Instruction 700.6, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure)
- III. Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.
- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:**
- A. It shall be the policy of the NFA that grades for student assessment instruments shall be documented and maintained in accordance with this SOP.
 - B. Students who attend NFA-sponsored courses shall be formally evaluated to verify that the learning objectives for that course have been met.
- VI. Standard Operating Procedures:**
- A. Upon completion of the course, students shall be issued an end-of-course grade in accordance with NFA-specific SOP 700.4, *Student Performance Measures: End of Course Grades*.

- B. End-of-course grades shall be permanently recorded in the NETC Admissions Office for all NFA sponsored course offerings. End-of-course grades shall be permanently recorded in the NFAOnline learning management system for all NFAOnline independent study course offerings.
- C. A copy of this SOP shall be made available to all NFA contract instructors and students.
- D. Instructors shall evaluate student performance using student assessment instruments developed for the course.
- E. Instructors shall record student performance on the class grade sheet in the form and manner developed for the course.
- F. The instructor may at any time discuss a student's performance with that student.
- G. All graded and practice student assessment instruments may be returned to the student for review, but they must be returned to the instructor. Please note: no copying/photographing of materials is allowed.
- G. Instructors shall compute each student's end-of-course grade and enter it on the class grade sheet.
- H. The instructor(s) shall sign and date the class grade sheet. The instructor's signature shall mean concurrence with the grade entered on the grade sheet.
- I. Should one or more instructors disagree with the grade entered on the grade sheet, the dissenting instructor(s) shall attach a separate note explaining the reason for the disagreement.
- J. Instructors shall forward the class grade sheet to the Training Specialist (TS), who shall verify the grade computations and end-of-course letter grade. The TS shall sign and date the class grade sheet.
- K. For off-campus courses, the instructor shall submit the student roster with letter grades recorded, projects, and exam grade sheets to the state/local site representative. The state/local site representative will complete the Student Evaluation Cover Sheet and place all the course delivery materials in the NFA-supplied preaddressed, postage-paid envelope and return it to the NFA. Note: For test documents and any extra materials that were not used in the course delivery, the state/local site representative must return the materials to the NFA or ensure they are disposed of properly (e.g. shredded/ destroyed) to ensure security and integrity of the course assessment process.
- L. In the event of a disagreement among instructors regarding a student's end-of-course grade, the TS shall reconcile the conflict and assign an end-of-course grade.

- M. The TS responsible for the curriculum area shall forward the class grade sheet to the NETC Admissions Office within five (5) business days of receiving it. A FEMA Form 9109.1 (Privacy Data Cover Sheet) shall cover the grade sheet.
 - N. The NETC Admissions Office shall enter the end-of-course grade in each student's transcript file.
 - O. The NETC Admissions Office shall archive the class grade sheet according to government Records Management regulations.
 - P. Students may request a transcript of final course grades according to NETC Admissions Office policy.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



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National Fire Academy

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NFA-specific Standard Operating Procedure

Number	Date
700.8	September 2016

Handheld and Wireless Technology in the Classroom

I. Purpose:

- A. This NFA-specific standard operating procedure (SOP) establishes policies and procedures for the student use of handheld and wireless technology in the classroom.
- B. The NFA is committed to educationally sound uses of technology in the classroom, to providing a secure and challenging learning environment, and to preventing disruption of students' and instructors' educational experiences.
- C. The NFA is also committed to balancing the need for concentration in the course environment with concerns about safety and with students' outside responsibilities. When used properly, hand-held and wireless technologies can enhance the classroom environment and student learning; used improperly, these same technologies can significantly degrade the quality of learning in the course setting.
- D. Each student enrolled in NFA-sponsored courses has a responsibility to other students and to the instructor to contribute to a courteous, respectful learning environment. This responsibility includes not disrupting instruction or distracting fellow students, maintaining an atmosphere that supports academic integrity, and being committed to learning.

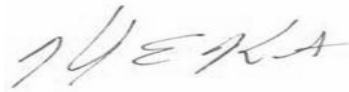
II. Supersession:

- A. Replaces NFA-specific SOP 700.8, dated July 2015.
- B. Replaces NFA-specific SOP 700.8, dated January 2015. (Contact information and signature block updated.)
- C. Replaces NFA SOP 700.7, dated April 12, 2012. (Number 700.7 renumbered to 700.8 and content updated.)

III. Authority/Reference: 15 U.S.C. § 2206 (c) "Powers of Superintendent".

- IV. Definitions:** Refer to NFA-specific SOP 100.2
- V. Responsibilities:** It shall be the policy of the NFA that the classroom instructor(s) may prohibit any use of hand-held or wireless technology that disrupts learning opportunities, degrades the learning environment, or promotes academic misconduct or illegal activities.
- VI. Standard Operating Procedures:** Unless otherwise specified by the instructor, the following statements govern the appropriate use of hand-held and wireless technologies in NFA-sponsored courses:
- A. Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of the learning activities.
 - B. In conjunction with the NFA’s Bring-Your-Own-Device policy, laptops (or any wireless computers or similar electronic devices) are encouraged and may be required to support course activities. Students must avoid non course-related activities such as checking email or social networking sites, web-surfing, or playing games because these diminish their—and their classmates’—engagement with instructional activities.
 - C. Electronic audio or video recording of the classroom environment by students is prohibited unless permission is given by the instructor and/or the training specialist and the other students prior to recording.
 - D. Unauthorized use of electronic communication or wireless devices during quizzes, examinations, or other graded activities may warrant disciplinary action under the terms of the NFA Standard Operating Procedure 700.1 Code of Conduct.
 - E. Activities that violate laws and/or federal policies, such as those related to intellectual property rights or copyright, eavesdropping, or sexual harassment are prohibited and shall be reported to the course instructor, Training Specialist (TS) or supervisor.
 - F. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities shall be required to document their need in Block 11 on FEMA Form 119-25-1 (General Admission’s Application).
 - G. Where personal emergency, family care responsibilities, or employment situations require access to electronic communication devices, arrangements must be made in advance with the instructor. The instructor is authorized to decide if such access is appropriate.
 - H. Other exceptions to this policy may be granted at the discretion of the instructor.
 - I. A copy of this SOP shall be made available to all students and instructors.

- J. Sanctions for violation of this policy may be determined by the instructor in consultation with and by approval of the TS, and may include dismissal from the class, zero grades on quizzes or examinations, failure in the class, or other penalties that the instructor and TS determine to be appropriate.
- VII. Questions:** Questions regarding the content of this NFA-specific SOP may be addressed to the office of the NFA Deputy Superintendent at (301) 447-1083.



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