INCIDENT COMMAND SYSTEM

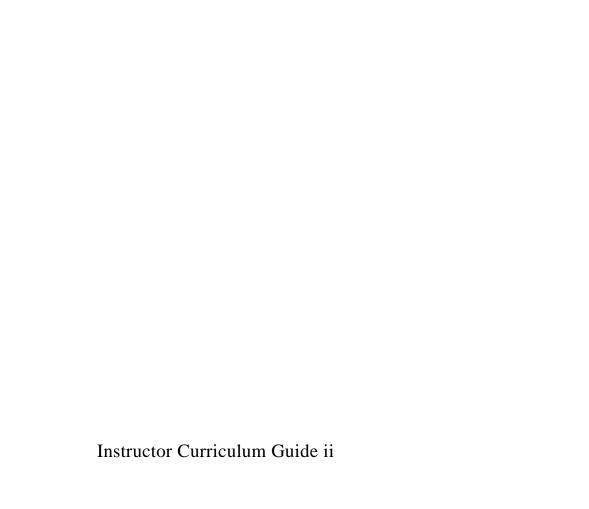**NATIONAL TRAINING CURRICULUM**

INSTRUCTOR CURRICULUM GUIDE
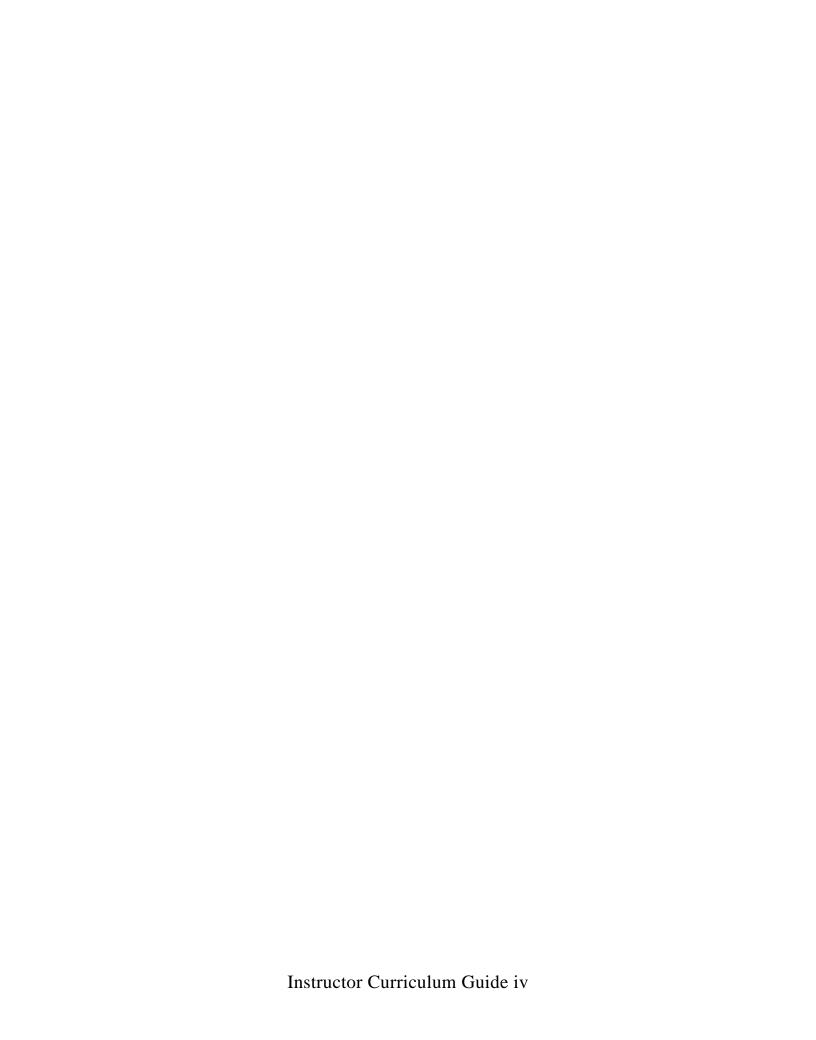
October 1994

PREFACE

The Instructor Curriculum Guide describes the curriculum, a list of documents that make up the curriculum, and instructor guidelines for course presentation.

This guide also provides information on each of the seventeen modules and a listing of references used in the development of the Incident Command System (ICS) National Training Curriculum.

CONTENTS

INSTRUCTOR CURRICULUM GUIDE

I.   Introduction

There are seventeen modules and eight companion documents which comprise the Incident Command System (ICS) National Training Curriculum. The entire curriculum has been developed by an interagency steering group and a contract consultant. The curriculum was sponsored by the National Wildfire Coordinating Group, and development was directed and supported by the National Interagency Fire Center, Division of Training. The Steering Group was represented by several application areas (Search & Rescue, Law Enforcement, Structural Fire, Wildfire, etc.) which guided the work of the contractor in the development of this package.

The Steering Group was:

>   David P. Anderson - USDA, Forest Service
>   Mike Colgan - Orange County Fire Department
>   Dave Engle - USDI, Bureau of Land Management
>   Dan Francis - California Department of Forestry
>   Ken Mallette - New Jersey State Police
>   Mike Munkres - USDI, Bureau of Land Management
>   Gary Nelson - Los Angeles County Fire Department
>   Bill Vargas - State of New Mexico Department of Public Safety

The Contract Consultant was:

>   The Terence Haney Company
>   Woodland Hills, California

A.   Objective of the Guide

To bring together important information on the ICS National Training Curriculum, and to present suggestions for its use.

B.   Purpose of the Training Curriculum

The curriculum provides:

- Management skills training in the use of ICS as an incident or planned event management system.

- A national ICS training standard for all users.

- A comprehensive description of ICS and related systems.

- A flexible training vehicle allowing a wide mix of agencies to use applicable portions with a minimum of redundancy.

II.   Curriculum Description

The curriculum consists of seventeen modules of instruction. Each module covers a functional part of ICS or related systems. A summary of each module's contents is included in Appendix A.

Each module includes the following:

- Instructors guide and lesson plans (except Module 1)
- Reference Text
- Visuals
- Tests (open book)
- Scenario for module exercise (as appropriate)

Introduction to The Incident Command System I-100 is a self-study module which is an exception to the above description. It will require an individual to oversee the administration of this module. The module administrator will assign the module to the student, set standards for completion, answer questions that may come up, and administer and correct the test at the end of the module. The administrator will document and ensure that the student is given credit for completion of the module.

I-100 consists of Module 1 and has been determined by National Wildfire Coordinating Group (NWCG) as meeting the training needs of wildland fire personnel for ICS. This course is suggested training for all entry-level personnel assigned to an incident or event, persons working in support roles and cooperating agencies, off-incident personnel who require a minimum of the ICS orientation, and technical specialists assigned to support an incident from an off-site location.

Basic Incident Command System I-200 consists of Modules 2 through 6 and has been determined by National Wildfire Coordinating Group (NWCG) as meeting the training needs of wildland fire personnel for ICS. Basic ICS introduces students to the principles associated with the ICS. It covers organization, facilities, resource terminology and the common responsibilities or general instructions associated with incident or event assignments.

Intermediate Incident Command System I-300 consists of Modules 7 through 11 and has been determined by National Wildfire Coordinating Group (NWCG) as meeting the training needs of wildland fire personnel for ICS. Intermediate ICS expands on Basic ICS, but does not repeat Basic ICS. It provides more description and detail of the organization and operation of the ICS, management of resources, describes the duties of all positions including the Air Operations organization, and provides examples of how the essential principles are used in incident and event planning.

Advanced Incident Command System I-400 consists of Modules 12 through 15 and has been determined by National Wildfire Coordinating Group (NWCG) as meeting the training needs of wildland fire personnel for ICS. I-400 expands on much of the material covered in the intermediate course. The course emphasizes large-scale organization development; roles and relationships of the primary staff; the planning, operational, logistical and fiscal considerations related to large and complex incident and event management. It describes the application of Area Command and the importance of interagency coordination on complex incidents and events.

Multi-agency Coordination I-401 consists of Module 16 and has been determined by National Wildfire Coordinating Group (NWCG) as meeting the training needs of wildland fire personnel for ICS. This module deals with the roles of the Emergency Operations Centers (EOCs) and Multi-agency Coordination Systems (MACS) and the function of each.

Incident Command System for Executives I-402 consists of Module 17. This module is an orientation for executives, administrators and policy makers. It provides a basic understanding of the ICS, Unified, Area Command, and multi-agency coordination to those persons responsible for establishing or implementing policy but who normally are not part of the on-scene ICS organization. Also discussed are the responsibilities and information transfer between executives and Incident Commanders.

The modules may be used independently, in a variety of combinations, or sequentially. They can also be clustered and presented together as courses. Redundancy has been kept to a minimum among the modules. The presumption is that students will proceed sequentially through the modules.

In addition to this document and the instructional materials, there are several other publications which may be of value:

A.   A Curriculum Syllabus which provides descriptions of module content, instructional objectives, and other information related to each module.

B.   A History of ICS which describes how ICS was developed and provides information on material that was used in the curriculum development.

C.   A Glossary containing commonly used terms in the curriculum.

D.   A Scenario/Incident Action Plan Catalog which contains approximately forty scenarios divided into five different incident subject categories. These scenarios are for instructors to use in the event the scenario information included within the modules is not used. All of the scenarios in the scenario catalog are reproduced <u>as is</u> from agency sources. Also, there are several examples of written IAPs from actual incidents.

E.   A Forms Catalog - The forms included in the catalog are NWCG forms. Some of these forms may not meet the needs of all users.

III. Instructor Guidelines

A. ICS - A Management System

<u>ICS is a management system.</u> These modules provide information to improve the capability of personnel to more effectively manage incidents. ICS is a <u>incident management tool</u> to assist in the management of incidents or events, not a skills course to teach individuals how to do a specific job, i.e., to operate a piece of equipment (a skills course). This curriculum assumes that the students already have the necessary skills to do the job that they have been trained to do. As the instructor, you need to emphasize to students, that while this curriculum does not teach specific tactical skills related to particular disciplines, (e.g., fire or law enforcement), it teaches the <u>skills</u> essential to incident management.

The objective of the ICS National Training Curriculum is not to solve your local political problems. However, adopting ICS may solve some political problems in the long run. ICS is seldom implemented successfully until a clear, definitive decision has been made by the Agency Administrator or Executive.

B. Instructor Qualifications

Curriculum instructors must have had experience in the use of ICS on incidents at the level that they are instructing. As an instructor, you should have previously attended training sessions on the modules you are presenting as well as a good background in the methods of adult education.

You should be very familiar with the contents of all the modules, and be able to direct students to other material in the curriculum as necessary. You should have attended a train-the-trainer course if one is available.

There are no evaluation forms for the students to fill out on the instructor presentation. If there is a need by the course coordinator or the instructor cadre for instructor evaluation forms, then these forms will have to be procured locally. A course evaluation form is available in Appendix C. Directions on its use are included in Appendix C.

C.   Meeting Student Needs

Spend some time in advance of each training session to familiarize yourself with the backgrounds and experiences of your students. This will help you prepare and present the instruction in such a way as to be most meaningful.

Some things to remember:

- Take particular care not to overemphasize or use lessons from your own background, particularly if that background is different from that of the students. Avoid excessive reliance on "war stories."

- Present a balanced and unbiased approach. Review the adult learning principles which accompany this guide in Section I, Principles of Learning.

- What is presented here are modules of instruction. They present ICS, as stated previously, in its purest form. The module contains a broad outline of the subject, viewgraphs, and in some cases, exercises to cover that subject area. In different application areas, the instructor may feel the need to embellish or enhance the instructional materials with videos, slides, etc., to better reinforce a point or concept for a module. This will be at the instructor's discretion and is the instructor's responsibility to procure these additional items.

- Emphasize that ICS is a tested and proven emergency management model. Following the principles of ICS is what is important. School solutions can differ significantly from the "real world" because they rarely evolve in an environment of tactical, political, or fiscal reality.

- Take time to interact with students at breaks, lunch, etc., to learn their needs and to monitor how the instruction is going.

D.   Properly Introduce the Module

Take a few minutes to properly introduce the module. Review with students the major topics to be covered, the instructional objectives, and student expectations. Indicate to students if there will be an exercise, and discuss the format of the test.

Determine who has had previous modules and when. This will assist in determining whether to supplement the current module with information from previous modules, or to reduce time spent on areas that have already been covered.

E.   Prerequisite Guidelines

The modules are prepared with an assumption that the students would start with Module 1, a self-paced orientation. The student then would proceed sequentially through the modules stopping at whatever level was appropriate to the student's experience level and ability.

This may not always be the case. In some modules, students may not understand the subject matter because they have not taken the listed prerequisite modules. In these situations, students should be directed to take the instruction for earlier modules.

F.   Time Elements

Times given in the syllabus and in the introductory material for each module are estimates only. You must gauge your time carefully. You can estimate that roughly 25-30 percent of the available time will be dedicated in small group exercises and testing.

G.   Testing

Open-book tests have been prepared for each module. If you elect not to use the open-book testing method, you may wish to eliminate some of the questions requiring fill-ins.

H.   Scenario Catalog

The Scenario Catalog will provide you with additional ideas for use in developing class exercises. While a scenario is provided with each module that contains an exercise, feel free to select and use other scenarios. In using other scenarios, make sure the scenario and exercise materials will both match the students' backgrounds and fit the intent of the module exercise.

I.   Principles of Learning

1.   Readiness - Students need to be <u>ready to learn</u> for your instruction to be successful.

   • External motivation includes having a proper classroom atmosphere.

   • Internal motivation includes student willingness to learn.

   • Pre-entry skill level refers to each students' current skills. You do not want to be so far over their heads that they are lost, or so basic that they are bored.

2.   Exercise - Repetition and practice aid retention. Consider ways to build them in without creating boredom. Most of the modules contain exercises and/or other group participatory activities.

3.   Intensity - The more vivid the experience, the more students are apt to retain. Therefore, vary your voice, stances, expression, etc., during lectures. Include visual aids. <u>Design student activities rather than just lectures.</u> Involving more senses will help students retain more. Color adds intensity to visuals. For instance, a full-color picture often has more impact than a black-and-white picture.

4.   Involvement - People who are actively involved in the learning process retain information longer. Design participatory activities into the training wherever possible.

5.   Anxiety - Too much anxiety makes people freeze so they can't learn; too little anxiety makes people bored and they may fall asleep or leave. Research shows that a mild amount of anxiety is best for learning.

6.   Success - Design your course for immediate student success. Keep what you say positive and your students will also be more positive.

J. Space and Classroom Requirements

Classroom and support facilities can have a great impact on the learning environment and can determine the success or failure of the module.

A key consideration in selecting a training site is how it will help to meet training goals. Facilities should be selected and organized to meet the requirements and objectives outlined in the module. Consideration should be given to class size, group interaction, and audiovisual needs. Small group exercises may require additional accommodations.

If you are responsible for selecting a training site, logistical issues should be a principal consideration. Transportation, parking, lodging, food services, and support facilities should be included with other cost factors.

The classroom should:

- Be quiet and free of outside distractions.
- Have controlled lighting (e.g., lights can be dimmed and windows shaded to permit the showing of films, viewgraphs, etc.)
- Have good acoustics.
- Provide adequate ventilation.
- Have sufficient space, desks, tables, and equipment for the number of course participants.
- Be equipped with audiovisual aids.
- Provide support facilities such as outdoor smoking areas, rest rooms, break areas, etc.

When setting up the classroom, you should:

- Arrange desks or tables to allow students to work in small groups or individually, depending on the course. You should also be able to move freely through the classroom.

- Make name tags for each student. If students are grouped around small tables, try to ensure that no table has two students from the same location. Ideally, each table would include students from three to five different agencies.

K.   Equipment and Materials

Equipment and material needs will vary for each module. Most modules will require at least the following items:

•   Overhead projector
•   Lectern
•   Chalkboard or whiteboard, erasers
•   Easel and newsprint charts, marking pens

Other materials:

•   Reference Text/Student Materials - Designed for use in conjunction with the more formal lecture material provided in the Instructor's Text. The Reference Text, for each module, is organized to follow along with the instructor's text, and provides a space for note taking.

•   Viewgraphs - Included to enhance certain areas. Viewgraphs are listed adjacent to text in the Aids & Cues column.

•   Module Tests - Normally open-book tests taken by students after each module presentation. Tests will be collected, graded, and discussed with the class.

L.   Criteria for Exercise Evaluation

Most of the modules contain small group exercises. The objective of these exercises is to build an organization to <u>manage</u> an incident or event, not to rescue the stranded family, put out the fire, or clean up the chemical spill. The instructor needs to ensure that when giving directions for these exercises that the <u>objective</u> of each exercise is presented to the student groups.

Specific criteria for evaluating exercises are included in the module. General criteria that may help in evaluating exercises are listed below:

There are no perfect school solutions given for curriculum organizational exercises. In evaluating small group exercises, use the following guidelines (<u>as appropriate to the exercise</u>):

1.   Clear Incident Objectives.

2.   Strategies make sense for objectives.

3.   Organization would appear to meet the workload.

4.   Have defined Operational Periods.

5.   Considered the need for written Incident Action Plan.

6.   Logistics, Planning, Finance/Administration support considered.

7.   Organization could easily be expanded.

8.   Organization span of control is adequate.

9.   Considered the use of Unified Command.

10. Considered the use of deputies, also from other agencies.

11. Considered the need for Technical Specialists.

12. Use of Staging Areas considered.

13. Other facilities are designated.

14. Aviation organization is established.

15. Student groups have used appropriate ICS terminology.

16. Student groups were proactive in their approach.

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Appendix A

APPENDIX A—SYLLABUS SUMMARY

Module 1—Self-Paced ICS Orientation

Module 1 is intended for personnel assigned to an incident or event who have a minimum requirement for understanding ICS. The module reviews the ICS organization, basic terminology, and common responsibilities. It will provide enough information about the Incident Command System to enable personnel to work in a support role at an incident or event, or to support an incident from an off-site location. This module may also be used as a pre-course study program by personnel who will be continuing their training with additional modules.

Module 2—Principles and Features of ICS

Module 2 describes the principal features which constitute the Incident Command System. Collectively, these features identify the unique quality of the ICS as an incident or event management system.

- Five primary functions
- Management by Objectives
- Unity and Chain of Command
- Transfer of command
- Organizational flexibility
- Unified Command
- Span of control
- Common terminology
- Personnel accountability
- Integrated communications
- Resources management
- The Incident Action Plan

Module 3—Organizational Overview

Module 3 provides an introduction to the following subjects:

- Terminology
- Organizational Structure
- How the organization initially develops at an incident
- How the organization expands and/or contracts
- Transfer of command

An exercise related to organization development is included.

Module 4—Incident Facilities

Module 4 describes the principal facilities used in conjunction with ICS, and discusses their roles at an incident. Six facilities at an incident are discussed:

- Command Post
- Staging Areas
- Base
- Camps
- Helibase
- Helispots

Module 5—Incident Resources

Module 5 provides an introduction to the resource status keeping function. The following subjects are covered:

- Descriptions of the kinds of resources often used in incidents and events.
- Why resource status keeping is important to effective incident operations.
- Examples of how resources are typed for various applications.
- Three ways of using resources on an incident.
- Resource status conditions.
- Changing and maintaining status on resources.

An exercise involving resource designations and status keeping is included.

Module 6—Common Responsibilities Associated with ICS Assignments

Module 6 provides students with information on what they need to know and do following assignment to an incident. This module covers actions:

- Prior to leaving for assignment
- At incident check-in
- While working on the incident
- During demobilization

Module 7—Organization and Staffing

Module 7 provides a comprehensive description of the responsibilities of the organizational elements within each section of the ICS. Describes the general duties of each organizational element, terminology, staffing considerations, and reporting relationships. An exercise in organization development is included.

Module 8—Organizing for Incidents or Events

Module 8 describes ways in which incidents and events are organized to ensure achievement of incident objectives. It discusses the steps in organizational development that should take place on the incident or at the event. The incident briefing is covered, as well as the forms used to support incident operations. The concept of Unified Command is also addressed in this module. Two exercises involving development of the incident organization are included. One of the exercises is for an incident, the other for a planned event.

Module 9—Incident Resources Management

Module 9 discusses the resource management process at an incident. It describes the stages of resource management, responsibilities related to resource ordering, and the use of the Operational Planning Worksheet. The importance of staging areas in the management of resources is described. The module also discusses demobilization of resources and considerations related to cost-effective resource management. An exercise in resource management is included.

Module 10—Air Operations

Module 10 describes the role of the Air Operations Branch and how to set up an effective aviation organization to support incidents. An exercise in developing an Air Operations organization is included.

Module 11—Incident and Event Planning

Module 11 describes the planning process; the development of incident objectives, strategies and tactics; the use of operational periods; and the planning meeting. It describes the major steps and the personnel involved in the planning process. It includes support plans that may be required for some incidents, e.g., communications, medical, and traffic, and it covers the planning for incident or event demobilization. Forms used in preparing the Incident Action Plan are described. An exercise in developing an Incident Action Plan is included.

Module 12—Command and General Staff

Module 12 describes each Command and General Staff position in terms of principal responsibilities and importance to the organization. Guidelines for activation of the Command and General Staff positions and the role of deputies and assistants are discussed. Relationships and duties are covered for each Command Staff member and for Agency Representatives. An exercise in developing a Command and General Staff is included.

Module 13—Unified Command

Module 13 describes the purposes and advantages of multijurisdiction and/or multi-agency Unified Command, and how Unified Command can be applied to incident situations. It describes the Unified Command organization, how Unified Command is established, and the roles of its major elements. The module discusses a number of factors to be considered in implementing Unified Command. An exercise in developing a Unified Command is included.

Module 14—Major Incident Management

Module 14 describes how major or complex incidents and events can create special problems related to incident organization. It discusses how anticipating these potential problems can result in increased organizing options for the incident that will lead to more effective management. The module describes several models on how to divide major, single incidents for more effective management. Two exercises involving major incident management are included.

Module 15—Area Command

Module 15 describes why, when, where, and how Area Command is established, and the organization, facilities and communications required. It covers the organizational relationships between Area Command and incidents, and between Area Command and jurisdictional authorities. The demobilization process under an Area Command organization is described. A small-group exercise in developing an Area Command organization and identification of priorities and issues related to a simulated scenario is included.

Module 16—Multi-agency Coordination

Module 16 describes the major elements associated with developing and implementing an effective Multi-agency Coordination System compatible with the Incident Command System. The module describes essential differences between Area Command, Multi-agency Coordination Systems (MACS), and jurisdictional Emergency Operations Centers (EOCs). An exercise involving the design of an interagency MACS is included.

Module 17—ICS for Executives

Module 17 is an ICS orientation for executives, administrators, and policy makers. It provides a basic understanding of ICS, Unified and Area command, and multi-agency coordination to those persons responsible for setting or implementing policy, but who normally are not a part of the on-scene ICS organization. The module also discusses responsibilities and information transfer between Agency Executives and Incident Commanders. An Executive Briefing is also included for use when time does not permit the use of the instructional module.

The table below provides summary information on modules, course structure, and supporting documentation.

INCIDENT COMMAND SYSTEM
NATIONAL TRAINING CURRICULUM

Modules Courses and Titles	Est. Hours	NWCG Users	Public Safety	Other Govt.	Private Sector
I-100 INTRODUCTION TO ICS					
1 ICS Orientation	2	x	x	x	x
Total I-100	2				
I-200 BASIC ICS					
2 Principles and Features of ICS	2	x	x	x	x
3 Organizational Overview	4	x	x	x	x
4 Incident Facilities	2	x	x	x	x
5 Incident Resources	2	x	x	x	x
6 Common Responsibilities	2	x	x	x	x
Total I-200	12				
I-300 INTERMEDIATE ICS					
7 Organization and Staffing	6	x	x	x	x
8 Organizing for Incidents or Events	5	x	x	x	x
9 Incident Resources Management	4	x	x	x	x
10 Air Operations	4	x	x		
11 Incident and Event Planning	8	x	x	x	x
Total I-300	27				
I-400 ADVANCED ICS					
12 Command and General Staff	6	x	x	x	x
13 Unified Command	6	x	x	x	
14 Major Incident Management	4	x	x	x	
15 Area Command	6	x	x		
Total I-400	22				
I-401 MULTI-AGENCY COORDINATION					
16 Multi-agency Coordination	4	x	x	x	x
Total I-401	4				
I-402 ICS FOR EXECUTIVES					
17 ICS for Executives	2	x	x	x	
Total I-402	2				
Total All Modules	69				

Companion Documents	Recommended for Course Presentations		Recommended for Training Administrators
History of ICS			x
Instructor Curriculum Guide	x		x
Curriculum Syllabus			x
Syllabus Summary			x
ICS Glossary	x		
ICS Position Descriptions and Responsibilities	x		
Scenario and Incident Action Plan Catalog	x		
ICS Forms Catalog	x		

Users can follow course designations or establish other groupings to meet agency-specific needs.

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Appendix B

APPENDIX B—LIST OF REFERENCES

Publications from a number of agencies were reviewed in the development of the ICS National Training Curriculum. In addition to agency publications, a number of individuals have provided additional background material in the form of papers, articles, and personal communications. Primary sources of review material are listed below.
===

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        1990. Incident Command System.

2.   BIFC Multi-Agency Coordinating Group.
        1992. National Interagency Mobilization Guide. NFES 2092.

3.   Borden, Frank.
        Undated Paper. Managing Urban Search and Rescue Operations Using the Incident Command System.

4.   Boston, MA. Fire Department. Chief Winston
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5.   Buffalo, NY. Fire Department.
        Undated. Incident Command System Operations Manual. 52 pp.

6.   California Department of Forestry and Fire Protection.
        Undated. A Report on the Application of the Incident Command System for the Cantara Incident. 8 pp.

7.   California Office of Emergency Services.
        1989. Law Enforcement Guide for Emergency Operations Planning.

8.   California State Fire Marshal Training Division.
        1989. Introduction to ICS 1-120.

9.   Cooperative Fire Protection, Forest Service, USDA, State and Private Forestry.
        1983. National Interagency Incident Management System Information and Guides. BIFC, Boise, ID.

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      Government. 368 pp. International City Management Association.

12.   Emergency Response Institute.
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      1989. Incident Command System Manual.

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      1989. Civil Preparedness Guide CPG 1-20 and 1-20 Chg.
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      1990. Introduction to Emergency Management, Student Manual #230.
      1991. ICS and EOC Interface. 24 pp.
      1992. ICS/EOC Interface Pilot Course.
      1992. Overview of the ICS, Student Manual SM 305.7.
      1986. Exemplary Practices in Emergency Management: The California
      FIRESCOPE Program. Monograph Series No. 1. 59 pp.
      National Emergency Training Center, National Fire Academy.
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15.   Fire Fighting Resources of California Organized for Potential Emergencies
      (FIRESCOPE).
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      System Works. 48 pp.
      1990. ICS Hazardous Materials Operational System
      Description ICS-HM-120-l. 21 pp.
      1989. ICS Multi-Casualty Operational System
      Description ICS-MC-120-l. 63 pp.
      1990. ICS Field Operations Guide ICS-420-1.
      1981. ICS Operational System Description ICS-120-1.
      1982. ICS Evaluation Guide ICS 230-3. 47 pp.
      1982. ICS Advisor Procedures Guide ICS 230-4. 4 pp.
      1991. MACS Document and Forms Description MACS 400-2. 25 pp.
      1987. MACS General Headquarters Forms Packet MACS 400-3.
      1990. MACS Procedures Guide MACS 410-1. 6 pp.
      1990 (rev.). FIRESCOPE Decision Process and   Operational Plan Manual
      MACS 410-4. 10 pp.

16.   Fire Protection Publications, Oklahoma State University.
       1983. Incident Command System. 220 pp.

17.   Irwin, Robert.
       Undated. Basic Intergovernmental Services, ICS Unified Command
       Seminar.

18.   Lake Havasu City, AZ Police Department.
       1992. Labor Day 1992 Operation Plan.

19.   Los Angeles City Fire Department.
       (Undated) Incident Command System, Shipboard Firefighting.

20.   Los Angeles County, CA Law Enforcement Incident Command System
       Task Force. 1991. Law Enforcement Incident Command System. 42 pp.

21.   Mission Research Corporation/System Development Corporation.
       1974. A Conceptual Definition of a Wildland Fire Management Regional
       Coordination System, Report 7328-2-674.

22.   Nassau County, NY Fire Service Academy.
       1991. Incident Command System. 79 pp.

23.   National Advanced Resource Technology Center.
       Undated. Area Command - 1-620. 14 pp.
       Undated. Fire Management for Agency Administrators. 12 pp.
       Undated. Multi-agency Coordination Group Coordinator (MAC). 11 pp.
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       1987. Incident Commander Field Handbook: Search and Rescue. 70 pp.

25.   National Fire Protection Association.
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26.   National Fire Service Incident Management System Consortium
       Curriculum Committee.
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27.   National Interagency Incident Management System.
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       Finance Section ICS 224. 22 pp.

Logistics Section ICS 223. 64 pp.
Operations Section ICS 222. 45 pp.
Planning Section ICS 221. 70 pp.

28.   National Wildfire Coordinating Group.
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        Air Operations Branch Director (OPBD). 22 pp.
        Air Support Group Supervisor (ASGS). 28 pp.
        Information Officer (IOFR). 24 pp.
        Liaison Officer (LOFR). 20 pp.
        Safety Officer (SOFR). 26 pp.
        Staging Area Manager (STAM). 26 pp.

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        Undated. Command and General Staff 1-420 Instructor's Guide. 37 pp.
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        NJSP ICS for Emergency Responders Instructor's Guide.
        NJSP ICS for Emergency Responders Student Manual.
        NJSP ICS Field Operations Guide Book.

33.   New Mexico Department of Public Safety.
       1992. New Mexico Search and Rescue ICS Forms Manual. 55 pp.
       Instructors Lesson Plan - Overview of the NIIMS Incident Command
       System.

34.   New York City NY Fire Department.
       Undated. Incident Command System. 14 pp.

35.   Orange County, California
       Undated. Orange County, California Law Enforcement Field Operations
       Guide, Incident Command System.

36.   Palm Beach County, Florida
       1987. Fire-Rescue Incident Command System. 72 pp.

37.   Penn, Paul J.
       1991. California Hazardous Material Incident Contingency Plan.
       California Office of Emergency Services.

38.   Ringhofer, Jerome.
       Undated Technology Transfer, Law Enforcement Application of the
       Incident Command System.

39.   San Bernardino County, CA Sheriff's Department.
       1991. Law Enforcement Incident Command System (LEICS).

40.   San Luis Obispo, CA Police Department
       1990. Law Enforcement Incident Command System Reference Manual. 83
       pp.

41.   TEMJAM Corporation, Terence P. Haney.
       1980. NIIMS System Design Recommendations TR-805.
       1980. Fire Control Systems Analysis Part 1 Report, Organizational and
       Functional Analysis System Requirements TR-804.
       1985. The Incident Command System for All Hazards   Incident
       Emergency Management. 20 pp.

42.   Tri-County, Oregon ICS Steering Group Training Committee.
       1990. Introduction to the Incident Command System Instructor's Guide.

43.   Spitzer, Commander James D.
        1992. An Incident Command System in Practice and Reality. 20 pp.
        Article written for the June 1992 Arctic Marine Oil Pollution Technical
        Seminar.

44.   U.S.Coast Guard.
        1993. Unified Command System Response Organization.

45.   Department of Agriculture, Forest Service.
        U.S. Department of the Interior, National Park Service.
        Coordination and Management Review, 1988 Greater Yellowstone Area
        Fire Situation.

46.   Department of Agriculture, Forest Service, Wallowa-Whitman National
        Forest.
                1991. Douglas-Fir Tussock Moth Suppression Project.
                1988. Western Spruce Budworm Spray Project.

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Appendix C

APPENDIX C—EVALUATION SUMMARY QUESTIONNAIRE

Course Number and Title _____

Date and Location _____

Lead Instructor _____ **Telephone Number** _____

Instructors _____
_____
_____

1. **Did instructors meet the required instructor prerequisites? Were course instructional and performance objectives achieved?**

_____
_____

2. **Were any modifications made to the published course package? If so, describe modifications and why they were needed.**

_____
_____
_____

3. **List any specific problems with course materials identified by the students related to content, exercises, visual aids, tests, delivery methods, etc., during their evaluation of the course.**

_____
_____
_____

4. **List any specific problems with course materials identified by the instructor or cadre related to the content, exercises, visual aids, delivery methods, etc., of the course.**

_____
_____

5. **What recommendations can you offer that would improve the ability to learn and/or teach the objectives of this course?**

_____
_____
_____

Please use additional pages as needed to complete your comments, then return to:

<div align="center">

National Interagency Fire Center
Division of Fire and Aviation Training
Branch of Training Standards and Technology
3833 So. Development Avenue
Boise, Idaho 83705

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INSTRUCTOR CURRICULUM GUIDE

Appendix D

APPENDIX D—ORDERING INFORMATION

Copies of the seventeen modules and companion documents may be ordered from the National Interagency Fire Center (NIFC). To order, mail or FAX a purchase order or requisition to:

<div align="center">

National Interagency Fire Center
ATTN: Supply
3833 So. Development Avenue
Boise, Idaho 83705

FAX 208-387-5573

</div>

Orders must be from agencies or organizations, not private individuals. Use the NFES number for the item(s) you are ordering. Do not send money, checks, or money orders with the order. Phone orders are not accepted. You will be billed the cost of the item(s) after the items are sent. Orders from other than Federal wildland fire agencies or State land protection agencies will receive an 18% surcharge on the bill. Shipping charges will also appear on the bill. Questions regarding ordering procedures can be addressed to the NIFC Supply Office, 208-387-5542. Questions regarding billing procedures can be addressed to NIFC Finance Office, 208-387-5533.