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**NIMS ICS All-Hazards  
Communications Unit Leader Course  
EMI Course Number: E/L-969**

INSTRUCTOR COURSE INTRODUCTION

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## Purpose

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The purpose of this professional development course, E-969 Communications Unit Leader (COML), is to provide local and State-level emergency responders with an overview of key duties and responsibilities of a Communications Unit Leader Type III in a Type III All Hazards Incident Management Team (AHIMT).

The prerequisites to this course include:

- ICS-300, Intermediate Incident Command System for Expanding Incidents
- IS-0100.b, Introduction to the Incident Command System, ICS-100
- IS-0200.b, Incident Command System for Single Resources and Initial Action Incidents
- IS-0700.a, National Incident Management System, An Introduction
- IS-0800.b, National Response Framework, An Introduction

Additionally

- ICS 400 is recommended<sup>1</sup>

## Who Should Attend

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The intended audience(s) are local- or State-level emergency responders who may be designated as Communications Unit Leaders on their local or state Incident Management Team. The materials were developed with the assumption that audience members may have little or no actual experience as a member of an AHIMT.

The audience may include students from a variety of agencies and functional disciplines, including fire service, law enforcement, emergency management, public works departments, as well as public health organizations, medical emergency teams, and hospitals.

NIMS ICS specific training should be completed by personnel who are regularly assigned to function, support, or unit leader positions on USFA or other Type III or IV AHIMT or by those persons who desire to seek credentials/certification in those positions.

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<sup>1</sup> Effective October 1, 2013, ICS 400 will be required for attendance in any of the (8) Command and General Staff courses; it will remain as a recommended class for Unit Leader courses.

## Course Objective

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By the end of this course, students will be able to demonstrate an understanding of the duties, responsibilities, and capabilities of an effective Communications Unit Leader on an AHIMT.

## Course Schedule

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This course is scheduled to be 3 days, or 24 hours (8 hours per day), in length. The schedule also includes the following (left to the instructors' discretion):

- Lunch breaks (1 hour each day)
- Regular breaks (schedule adheres to a 50/10 break timetable: for every 50 minutes of instruction, there should be a 10 minute break)
- Daily expectations review (Instructors may take 10 minutes at the end of each day to review students' expectations for the course)

The table below presents the recommended training agenda.

Day	Unit of Instruction	Time
1	Unit 1: Course Introduction	1 hour, 30 minutes
	Unit 2: ICS Review	1 hour, 30 minutes
	Unit 3: The Communications Unit	1 hour, 30 minutes
	Unit 4: Interoperable Communications	3 hours
	Unit 5: Frequency Regulation and Usage	30 minutes
2	Unit 5: Frequency Regulation and Usage	3 hours
	Unit 6: Incident Communications Systems	3 hours
	Unit 7: Develop and Disseminate the ICS Form 205	2 hours
3	Unit 8: Incident Communications Centers	2 hours
	Unit 9: Personnel Management	1 hour, 30 minutes
	Unit 10: Demobilization and PTB	1 hour
	Unit 11: Final Course Review and Exam	3 hours
<b>Total Time</b>		<b>23 hours, 30 minutes</b>

## Notes on Instructor Guide

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The Instructor Guide and Student Guide are identical, except where the Instructor Guide provides additional administrative or instructional details.

## Course Materials

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The following is a list of all materials necessary for the facilitation and delivery of the course. Ensure that these materials have been secured prior to the delivery of the course.

- An Instructor Guide (hard-copy and CD) for each Instructor
- Electronic files of all unit PowerPoint presentations
- Projector, computer, screen, and other equipment as necessary for PowerPoint presentations
- A Student Guide (hard-copy) for each Student
- Easel pads and stands (one set for every break-out group and one each for the Instructor)
- Easel markers
- Wall-sized poster of Planning P (optional)
- Table Tents
- Field Operations Guides (FOGs)—one for each student, optional
  - Although wildfire-centric, the FIRESCOPE FOGs are highly useful and provide the critical ICS and Planning Section summary information needed for this course (regardless of type of incident); they can be downloaded and printed from the FIRESCOPE Web site
- Pretest
  - Provide students with the pretest
  - Inform the students they will have 20 minutes to complete the pretest
  - The purpose of the pretest is to review content covered in ICS 300
  - The test should be reviewed as a class to provide a refresher for the rest of the course, which will take approximately 10 minutes
  - The pretest should not be formally scored but may be collected so that the instructor has a sense of how familiar the students are with the content
  - Students do not need to put their names on the pretest
- Final Exams and Quizzes
  - A copy of the instructor version of quizzes, and final exam, with answer keys, can be found in the Instructor Guide, Instructor Exam tab
  - Students need to score at least a 70% or better to pass the Final Exam

- A copy of the student version can be found in the “Student Schoolbook Solutions and Exams” tab.
- Prior to course delivery, make enough copies for all students enrolled in course
- Course Evaluation Forms
  - Make sure that you have one copy of the course evaluation form for each person attending the training
- Blank ICS Form 214—Activity Logs
  - Each student will be expected to fill out a 214 each day of the course
  - The Instructor should therefore ensure enough copies of the blank ICS Form 214 (found in Appendix I: Blank ICS Forms) for each student to have one each day of the course
- Blank ICS Form 211—Check-In List
  - Students will be expected to check-in through the ICS Form 211 each day of the course
  - Each day, before the students arrive, Instructors should post ICS Form 211 so students may check-in as they arrive
  - A copy of ICS Form 211 (found in Appendix I: Blank ICS Forms) will be needed for each day of the course
- All-Hazards Position Task Book Copies
  - A copy of the Position Task Book for this course is included in Unit 10, Supplemental Material
- Handout/Exercise copies
  - Answers for exercise activities that are to be provided by the Instructors are available in the Instructor Guide, “Student Schoolbook Solutions” tab
  - For example, if an activity involves students completing an ICS form, then the Instructor must present student with answers, this schoolbook answer is available in this tab of the Instructor Guide
- Unit 1: Course Introduction
  - Exercise 1: Expectations
  - ICS Pretest (Instructor Version)
- Unit 2: ICS Review
  - Exercise 2: COML Interactions with LSC
    - LSC Briefing (Instructor Use Only)
  - Handout 2-1: Unit Leader Common Responsibilities
  - Handout 2-2: Incident Management Teams (IMTs)

- Handout 2-3: Sample ICS Form 213s
- Handout 2-4: The Planning P
- Handout 2-5: Sample ICS Form 201
- Planning P Video Guide
- Video: Planning P
- Central City Tab
  - Central City Overview
  - Form 217A Communications Resource Availability Form
  - Urban Train Derailment Narrative
  - Central City Train Derailment IAP
- Unit 3: The Communications Unit
- Unit 4: Interoperable Communications
  - Exercise 4-1: Communication Asset Deployment Strategies
  - Exercise 4-2: Interoperability Challenges
- Unit 5: Frequency Regulation and Usage
  - Exercise 5: Frequency Usage
- Unit 6: Incident Communications Systems
  - Exercise 6: Initial Resource Order and Accountability
  - Handout 6-1: Accountability Information for Communications Equipment
- Unit 7: Develop and Disseminate the ICS Form 205
  - Exercise 7: Planning Event Communications Plan
    - Central City Org Chart
    - Central City Scenario Update (contained in Exercise 7)
  - Handout 7-1: ICS Form 205 Radio Communications Plan (Blank)
  - Handout 7-2: ICS Form 217 Radio Frequency Assignment Worksheet
  - Handout 7-3: Form 217A Communications Resource Availability Worksheet
- Unit 8: Incident Communications Centers
  - Exercise 8: Creating Incident Communications Systems
    - Central City Scenario Update (contained in Exercise 8)
  - Handout 8-1: Communications Center Protocol
  - Handout 8-2: Medical Emergency Procedure Plan
  - Handout 8-3: Expanded ICS 206 Medical Plan

- Unit 9: Personnel Management
  - Exercise 9: Communications Nets
    - Tanker Accident Org Chart with Divisions
    - Central City Harbor Division Map
    - ICS 205 Radio Communications Plan
    - Central City Update (Contained in Exercise 9)
- Unit 10: Demobilization and PTB
  - Exercise 10: Everyday COML Competencies
    - Completing the Position Task Book (PTB)
    - COML PTB
  - Handout 10-1: Demobilization Plan Examples
  - Handout 10-2: Transition Plan East Zone Example
  - Handout 10-3: Logistics AAR – Castle Rock Example
- Unit 11: Final Course Review and Exam
  - Course Final Exercise
  - Final Exam Enabling Objectives Review
  - Course Final Exam
  - COML Class Evaluation
- Appendix I Blank ICS Forms
  - Contains a link to the Web site where blank ICS forms are maintained
- Appendix II Glossary
- Exercise Materials— Additional materials are required for the facilitation of the course exercises and are listed below:
  - Easel pad and markers (one set for every break-out group)
  - Copies of forms and handouts as directed in Instructor Guide Supplemental Materials
  - Wall-sized laminated General Message Form (ICS Form 213) poster
  - Wall-sized laminated Radio Communications Plan (ICS Form 205) poster
  - Water-based markers for use on laminated posters
  - Easel pad and markers (one set for every break-out group)
  - Exercise 2: ICS Form 213 General Message Form
  - Exercise 6-1: ICS Form 213 General Message Form
  - Exercise 7: ICS Form 205 Radio Communications Plan

- Exercise 8: ICS Form 205 Radio Communications Plan
- Exercise 9: ICS Form 205 Radio Communications Plan

## Course Logistics

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Listed below are the files that you will need in order to conduct this course:

### PowerPoint Files CD

The course visuals are stored on a CD. **Transfer the course visuals from the CD to the hard drive of a computer.** The visuals will operate more effectively if they are accessed from the computer's hard drive instead of the CD. Complete the following steps for copying the folders and files from the CD:

1. Insert the Visuals CD in your CD drive.
2. Using Windows Explorer, access the list of folders and files on your CD drive.
3. Highlight the folder on the CD titled "Visuals."
4. With the visuals folder highlighted, select the Edit pull-down menu and then select Copy.
5. Select a location on your computer's hard drive. When you are in that drive (and folder), select the Edit pull-down menu and then select Paste.
6. All of the visuals should now be copied onto your hard drive. Test the visuals to make sure that everything transferred correctly.

### Video Files CD/DVD

The course video files are stored on a CD/DVD. As with the PowerPoint files, transfer the video files from the CD/DVD to the hard drive of a computer. The video files will play more smoothly if they are accessed from the computer's hard drive. Complete the following steps for copying the files from the CD/DVD:

1. Insert the Video CD/DVD in your CD/DVD drive.
2. Using Windows Explorer, access the list of folders and files on your CD/DVD drive.
3. Highlight the folder on the CD/DVD titled "Videos."
4. With the Videos folder highlighted, select the Edit pull-down menu and then select Copy.
5. Select a location on your computer's hard drive. When you are in that drive (and folder), select the Edit pull-down menu and then select Paste. (Note this download will likely take some time to complete.)
6. All of the videos should now be copied onto your hard drive. Test the videos to make sure that (1) everything transferred correctly, and (2) the computer has sufficient hardware and software to play the videos successfully. Microsoft Media Player is recommended for video playback.

## Course Equipment

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The following equipment is required for conducting this course:

### **Computer and Projection Device**

Make arrangements to have a computer with a PowerPoint slide projector and external speakers for video playback. Be sure to try out the projector and speakers in advance of the training, in case you need help getting it to work properly. Make sure all equipment is functioning as intended. Test the PowerPoint projector and the lights.

If you do not have equipment for projection, plan to refer students to their Student Guide. The visuals are reproduced in the Student Guide, but the training is more effective with the projection of the visuals. Arrange for technical assistance to be available during training in the event of equipment malfunction.

### **Classroom Layout**

A suitable classroom should be selected with adequate lighting and ventilation. Seating should be arranged at tables with adequate work space for each small group; tables and chairs should be moveable. Four to six tables capable of seating four to seven students are necessary for the group activities. All learning activities can be completed in one training room provided ample space is available so that small group discussions and activities do not interfere with one another. Breakout rooms are desirable but not necessary.