EDMG230 Emergency and Disaster Incident Command

3 Credit Hours

8-Weeks

Prerequisite(s): None

Course Description (Catalog)

EDMG230 Emergency and Disaster Incident Command (3 hours)

This course is a study of the theory and practice of incident command, the various methods of incident command, and specific focus on the Incident Command System (ICS) used in many crisis, disaster, and emergency management response systems. Cases are studied in order to assist students in understanding the management and leadership complexity associated with modern emergencies and disasters.

Course Scope

This course addresses the structure of the incident command and the various functions within each area. Many reports and incidents are covered that arise in the United States as well as the world which utilizes the ICS system. Students will study and discuss the roles and responsibilities of the ICS system and they are required to
submit a paper each week which covers a different agency and incident in which the ICS system is used. The final paper is a mock disaster which encompasses the knowledge they have acquired during the course and a final written exam.

**Course Objectives**

CO-1 Describe the functional areas and list the responsibilities involved within an incident command system.

CO-2 Define various terms and acronyms used by Incident Commanders and Emergency Managers.

CO-3 Recognize and list the concepts of command structure, lines of authority, and the incident command system.

CO-4 Utilize the web to research past events.

CO-5 Describe the incident management used and how that impacted the outcome of the incident and what changes could have been implemented to reduce the impact of the events on the community and the responders.

CO-6 Identify new challenges in the twenty-first century.

CO-7 Describe the importance of teamwork among individuals & agencies in achieving the success of the operation at risk.

**Course Delivery Method**

This course will offer the student a highly interactive virtual classroom. The course will provide the student with the necessary knowledge of the issues associated with emergency relief to better appreciate and comprehend world events and those agencies involved.

Since the student is expected to fully participate in discussions and interact with the instructor and other students, reading assignments and assigned projects should be completed in a timely manner.

The nature of an online course requires a significant amount of discipline and independent work. The student is responsible for managing time, completing assignments and notifying the Professor immediately of any difficulties. All assignments will have a week or more to complete therefore, extensions are not anticipated.

Each week begins on Monday and ends on Sunday, and all posted times are Eastern Time. TAKE NOTE IF YOU ARE IN A DIFFERENT TIME ZONE YOU WILL GET LOCKED OUT OF TESTS AND QUIZZES IF LATE. Students are encouraged to carefully check due dates and times on exams so as not to miss a submission. NOTE: Late assignments will be graded in accordance with the Late Assignment Policy.

**Course Materials**


3. NIMS: Incident Command System Field Guide (Spiral-bound) by Jeff Jones.

4. Website Assigned Readings

5. Lecture Notes
Evaluation Procedures

Readings
All the chapters in all the textbooks will be covered throughout this eight (8) week course. As a student, you are expected to read each of the assigned chapters. Other material will be assigned for reading as determined appropriate by the Instructor. Be sure to check the “Additional Readings” folder in Course Materials regularly.

Discussion Forums
Participation is mandatory and after the first week you are expected to provide roughly one page of comment in each session and a one-page comment/reflection on at least two other student’s contributions. You are expected to provide more discussion than “good point” or “nice job” or single sentence responses are not acceptable. Challenge each other, if you disagree then say so and explain why. Your main posting is due by Thursday of each week and the responses are due by Sunday midnight.

Quizzes/Exams
The quiz and final exam will be a composite of multiple choice, true and false questions and short essays. The quiz and exam are on-line, open-book, and timed.

Mock Disaster
Develop a response plan for a mock disaster involving a facility you work at or one in your community. Please include diagrams or pictures of the facility and location within the community. Develop the five ICS functional areas and specific responsibilities for each area pertaining to your specific disaster. A completely developed and detailed Incident Action Plan should be included as part of your plan.

Final Grade:
You will be evaluated on your performance in accordance with APUS learning objectives. As stated in the Faculty Handbook, professors are to adhere to the following objectives:

The five institutional learning objectives at APUS are as follows:

1. Lifelong Learning
Graduates of APUS will have the ability to identify, pursue, and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real-world settings.

2. Information Literacy
Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources and use information in an appropriate manner to address issues and take action.

3. Communication Graduates of APUS will be able to clearly communicate ideas in written form.

4. Academic Skill
Graduates of APUS will possess academic skills related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline, enabling them to live and work productively in a global, diverse, and technological society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.
5. Critical Thinking

Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.

Be sure to consider each of these objectives during the course of your study.

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**Grading Scale**

The grade scale and due dates for each of the evaluations are provided below:

<table>
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<tr>
<th>Grade Instruments:</th>
<th>Points</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>100 pts</td>
<td>10%</td>
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<tr>
<td>1 Written Mock Disaster</td>
<td>100 pts</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
<td>20%</td>
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<tr>
<td>Discussions</td>
<td>900 pts</td>
<td>30%</td>
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<tr>
<td>Written Assignments</td>
<td>200 pts</td>
<td>20%</td>
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<td>1400 pts</td>
<td>100%</td>
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Please see the student handbook to reference the University’s grading scale.

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**EDMG 230 Course Outline**

<table>
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<tr>
<th>Week</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| 1    | Incident Command System Overview | **CO-1** Describe the functional areas and list the responsibilities involved within an incident command system.                                                                                                         | Read Chapter 1 of Beyond Initial Response  
Read Chapters 1-2 of NIMS  
FEMA - Pages 1-2 to 1-16 (See Week 1 folder in Course Materials)  
Read Com. Resp. (green tab) of NIMS: Incident Command System Field Guide (Spiral-bound) | **Discussion Forum:**  
1. Post a brief bio and respond to at least 2 of your classmates.  
2. Give a brief self assessment of your ICS experience  
Thoughtfully respond to at least two of your classmates’ postings.  
 Quiz: Take the FEMA Quiz |
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<th></th>
<th>Incident Command System Planning Process</th>
<th>CO-4 Utilize the web to research past events.</th>
<th>Read Chapter 2 of Beyond Initial Response: Review Into (blue tab) of NIMS: Incident Command System Field Guide (Spiral-bound) Review: <a href="http://www.fema.gov/emergency/nims/IncidentCommandSystem.shtm">http://www.fema.gov/emergency/nims/IncidentCommandSystem.shtm</a></th>
<th>Discussion Forum: Choose an incident of your choice since 2007 and describe how the incident was handled. (Did they follow the ICS system? What were some mistakes? Make some recommendations. Please refer to the course materials under good examples. Thoughtfully respond to at least two of your classmates’ postings.</th>
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<td>2</td>
<td>Incident Commander</td>
<td>CO-3 Recognize and list the concepts of command structure, lines of authority, and the incident command system.</td>
<td>Read Chapter 3 of Beyond Initial Response Read Chapter 3 of NIMS Read the Fire at Dogwood Elementary - 33 pages <a href="http://www.usfa.fema.gov/downloads/pdf/publications/tr-135.pdf">http://www.usfa.fema.gov/downloads/pdf/publications/tr-135.pdf</a></td>
<td>Discussion Forum: 1. Define “Incident Operations Period”. Who is responsible for establishing these periods? 2. What transition does the initial response to the first Incident Operational Period signify for an incident? Thoughtfully respond to at least two of your classmates’ postings. Writing Assignment: Research and find a past fire event. With as much detail as possible, answer the following questions as they apply to that event. Be sure to include a summary of the event. - Describe the Command and Control Process. - Describe the role of the Incident Commander. - Define the term, “Span of Control”</td>
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<td>3</td>
<td>Unified Command</td>
<td>Review IC/UC (green tab) of NIMS:</td>
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<td>5</td>
<td>Command Staff</td>
<td>CO-5 Describe the incident management used and how that impacted the outcome of the incident and what changes could have been implemented to reduce the impact of the events on the community and the responders.</td>
<td>Incident Command System Field Guide (Spiral-bound)</td>
<td>Read Chapter 4 of Beyond Initial Response</td>
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<td>6</td>
<td>Operations Section Chief Planning Section Chief</td>
<td>CO-7 Describe the importance of teamwork among individuals &amp; agencies in achieving the success of the operation at risk.</td>
<td>Review Ops/Plan (orange and purple tabs) of NIMS: Incident Command System Field Guide (Spiral-bound)</td>
<td>Read Chapters 6-7 of Beyond Initial Response</td>
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Discussion Forum:
1. Explain who the command staff consists of and why each is part of the command staff.
2. How should staffing of the command post be determined?

Thoughtfully respond to at least 2 of our classmates.

Writing Assignment.
Record from the news and newspapers for 1 week all the incidents to get an idea of the diversity of incidents occurring regularly in communities everywhere.
Explain how ICS was used in 3 of the events.
<table>
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<tr>
<th>Week</th>
<th>Logistics Section Chief</th>
<th>Finance/Administration Section Chief</th>
<th>CO-6 Identify new challenges in the twenty-first century.</th>
<th>Read Chapters 8-9 of Beyond Initial Response</th>
<th>Read Chapters 6-7 of NIMS</th>
<th>Review Logs/Fin/Admin (yellow/brown tabs) of NIMS: Incident Command System Field Guide (Spiral-bound)</th>
<th>Discussion Forum:</th>
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<td>1. Review the Incident Action Plan Excel file.</td>
<td>2. Explain why having access to this tool and knowing how to use it will enhance your ICS knowledge.</td>
<td>Thoughtfully respond to at least two of your classmates’ postings.</td>
<td>Assignment – Develop a plan for a mock disaster for a facility you work at or one in your community. Please include diagrams of the layout and the five functional areas and responsibilities for each area. Be sure to make them specific to the chosen facility.</td>
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**Final Exam**

CO-6 Identify new challenges in the twenty-first century.

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<th>Read NIMS Chapters 15 - 17</th>
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Review all of your reading materials from Weeks 1 – 7. Review all our review materials in the weekly Forums.

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<tr>
<th>Final Term Exam</th>
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**Discussion Forum:**

Explain what you found most enlightening or surprising in this class. And how you think you will use what you have learned.

Thoughtfully respond to 2 of your classmates.

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**Polices** *(back)*

Please see the student handbook to reference all University policies. Quick links to frequently-asked-about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
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- Extension Process and Policy

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
I require assignments to be completed in APA style. Please refer to the APUS Online Library for further examples, or contact me with questions. See this reference for further assistance with APA: http://owl.english.purdue.edu/owl/resource/560/01/

DISABILITY ACCOMMODATIONS
This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the World Wide Web Consortium’s (W3C) Universal Access Guidelines. Students with special needs should inform their individual instructors and the University’s student services staff.

NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), 😊

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

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Academic Services  [back]

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The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In
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addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University’s standards for intellectual honesty. Turnitin.com also reviews students’ papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

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**Selected Bibliography**  
(back)
