

Department of Criminal Justice

CRJ 325 – Incident Management and Planning

Instructor Information

Professor:
Class Information: 3 Credit Hour Course
Classroom: Online
E-mail Contact Information:
Telephone Contact Information:

Required Text

Molino, L. (2006). *Emergency Incident Management Systems: Fundamentals and Applications*. Hoboken, NJ: John Wiley & Sons. ISBN: 9780471455646

Houghton, P., and Houghton, T. (2009). *APA: The Easy Way*. Flint, MI: Baker College. ISBN: 9780923568962

Note: The second text is available at:

Baker College Bookstore

bookstore@baker.edu

800.339.9879

or as an e-book at:

<http://www.worldcat.org/title/apa-the-easy-way/oclc/741859953?referer=br&ht=edition>

Course Description:

This course is intended to explore the application of and issues with the use of the incident management system in an emergency or disaster situation. This course is *not* intended to teach the student about the incident management system; rather, students are expected to possess a basic understanding of the incident management system as a prerequisite for this course. If a student is not familiar with the incident command system, the student is encouraged to take the FEMA online incident management course at <http://training.fema.gov/EMIWeb/IS/IS100b.asp>

Course Objectives:

Following the completion of this course, the student will:

- know the history of the incident command system,
- know and be able to apply the five “C’s” of command,
- understand how to apply the incident command system,
- know the components of the incident command system,
- know the major functions of the incident command system,
- understand the relationship of the planning process to the incident command system,
- understand issues related to the logistics process, and
- know how to customize the incident command system for specific applications.

Course Requirements:

1. Read all assigned material.
2. Be on time with assignments.
3. Participate in online class discussions.
4. Complete research paper.
5. Take exams as scheduled.
- 6.

Course Assignments and Evaluation:

The following is an example showing how grades will be calculated.

Assessment	Score
Discussion boards (8) - 25 points each	200
Research paper/project	100
Mid-Term Exam	100
Final Exam	100
Total Possible Points	500

Grade Assignment:

Points	Percentage	Grade
450-500	approximately 90% - 100%	A
400-449	approximately 80% - 89%	B
350-399	approximately 70% - 79%	C
300-349	approximately 60% - 69%	D
299 and below	approximately 59% or less	F
Academic dishonesty		F

Student Engagement:

Students are expected to read all chapters and participate in the discussion boards. The chapters are grouped together by week. There will be one discussion board per week that addresses issues related to the assigned chapters. Students must post their initial response to the discussion questions within 72 hours of the discussion board being released. Generally, discussion boards are released on Monday morning at 8:00 a.m. This means that, by Thursday morning at 8:00 a.m., the student must post his or her original response. The student must then post a minimum of three follow-up responses to his or her colleagues' original posts before the end of the week. At that time, the discussion board disappears.

The purpose of the discussion board is to prompt discussion. Simple responses, such as "I agree, Bill," "Good point, Brenda," or are only a sentence or two long do not count. Since the discussion board is the primary form of interaction between professor and students, and student and other students, the follow-up postings must be substantial, reflect the student's understanding of the question and applicable material, and contribute to the discussion of the topic and the educational process.

Students are encouraged to first type their response in Word or some other word processing software. This process allows students to review and edit their information before it is posted.

Also, occasionally there are glitches with Moodle. There are very few things more frustrating than to be at the end of a long post and have Moodle shut down on you before you can submit the post. If you first type the post in Word, you not only have it for reference, you can also save the post and cut-and-paste the information into Moodle.

As previously indicated, the posts must be substantial enough to contribute to a robust discussion on a topic and the educational process. Students frequently ask how long the posts must be and that question is problematic. The reason for that is because students tend to focus more on input (what is the minimum I have to do to complete the assignment) rather than output (what do I need to do to complete a quality assignment). However, it is recognized that you may need guidance in completing your post. Therefore, your initial response to the discussion question must be, minimally, one page of double-spaced typed text. Your follow-up response to your colleagues' original posts must be, minimally, one-half page of double-spaced typed text. Further, your follow-up responses should incorporate material from the text, your personal experiences, examples, hypothetical situations, news stories, or other information that helps illustrate the material from the text.

Finally, undoubtedly you will have some of your colleagues posting comments to your original post. You may feel free to respond to their comments. Indeed, you are encouraged to do so. However, your responses to your colleague's responses to your original post (does this make sense?) do not count towards your postings to your colleagues' posts. If you have questions on this, please contact your professor.

Paper:

The student is to select one of the five "C's" of command. The student is also to select an emergency or disaster event (not including the September 11th terrorist attacks) to research. The student will write about how the particular "C" that he or she selected relates to the emergency or disaster event that he or she has selected. In particular, the student should focus on whether the particular "C" that he or she selected was successfully implemented during the emergency or disaster event and what lessons were learned.

The student is free to use newspaper articles, magazine articles, trade journal articles, personal communications, and similar sources for the paper. Each source used must be cited according to APA guidelines. The student **may not** use Wikipedia. Additionally, the student must include a minimum of five scholarly journal articles as sources for the paper. The student should contact the AU library for assistance in researching information for their paper. Suggested academic journals from which scholarly articles may be obtained include:

- Journal of Emergency Management
- International Journal of Emergency Management
- Journal of Homeland Security and Emergency Management
- Australian Journal of Emergency Management
- Disaster Prevention and Management
- Journal of Business Continuity and Emergency Planning
- Journal of Contingencies and Crisis Management
- American Journal of Disaster Medicine

The paper is to be written according to APA guidelines. Please consult the secondary text *APA: The Easy Way* or any reputable APA guide document or site for ensuring that your paper conforms to APA guidelines. The paper should be a minimum of five pages long, but no longer than ten pages excluding the title and references pages. Since this is not a true research paper, there is no abstract page. Please note that a minimal paper will only receive minimal points; therefore, endeavor to focus on quality over quantity and ensure that you write a worthy paper.

As a kind reminder, do not plagiarize, which is academic dishonesty and the equivalent of cheating on a test. Students who plagiarize are subject to a failing grade and referral to university officials for disciplinary action. If you have questions as to whether you are plagiarizing, please ask your professor or a library staff member for guidance.

Course Schedule:

Complete the FEMA IS-100.b - Introduction to Incident Command System, ICS-100 course, if not already completed. (<http://training.fema.gov/EMIWeb/IS/IS100b.asp>)

Week	Activities	Topics Covered
1	Chapter 1	The Military Connection
		The Birth of IMS and FIRESCOPE
		Melding of IMS Concepts of Today
		United States Coast Guard, OSHA, and EPA
2	Chapter 2	Command
		Control
		Communications
		Coordination
		Cooperation
	Chapter 3	Taking Control of an Emergency
		Adding to the Chaos
3	Chapter 4	Incident Management System Commonalities
		Common Terminology
		Organizational Functions and Flexibility
		General Staff
		Modular Organization
		Integrated Communications
		Consolidated Incident Action Plans

		Manageable Span of Control
		Pre-designated Incident Facilities
		Comprehensive Resource Management
		Management by Objectives
		Unified Command
		Unity and Chain of Command
		Establishment and Transfer of Command
4	Chapter 5	Command and Unified Command
		Incident Command Responsibilities
		Characteristics of an Effective Incident Commander
		Chain-of-Command
		Command Staff/General Staff
		Geographical Groups
		Functional Divisions and Units
Week	Activities	Topics Covered
	Mid-term exam due by Sunday at 10:00 p.m.	
5	Chapter 6	Meetings, Huddles, and Plays
		The Incident Action Plan
		Management by Objectives
		Incident Command System Forms
		The Incident Action Planning Process
6	Chapter 7	Branches
		Branch Directors
	Paper due by Sunday at 10:00 p.m.	
7	Chapter 8	Hospital Emergency Incident Management Systems
		Law Enforcement Incident Management Systems
		Agriculture Incident Management Systems

8	Chapter 9	Incident Management Teams
		Typing of Incident Management Teams
		Incident Management Team Training
		Unified Command
	Final exam due by Tuesday @ 10 pm	

* - Students who plan to graduate at the end of the semester must notify the professor in advance as it may be necessary to allow these students to take the exam early in order to have grades submitted in time for graduation.

Course Policies:

1. **Deadlines:** Paper/project and exams are due on the date indicated. Late submission of the paper/project or exam will result in a 5 point deduction per day from the assignment score unless arrangements are made between the student and professor **before** the due date and the professor agrees to waive the penalty. If the final exam is submitted late and cannot be graded by the professor before grades are due, the student's final grade may be based upon the aggregate total of points earned without the final exam.
2. **Special Needs:** If you have a special need that affects learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact Dr. Diane King, Director of the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify the professor of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss the appropriate implementation of the adjustment in this course with your professor. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to "level the playing field" so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.
3. **Academic Honesty:** This course adheres to the Anderson College Academic Honest and Dishonesty Policy. In short, no form of cheating will be tolerated. Those violating the policy will be referred to the Academic Affairs. Please refer to page #265 in the 2012-2013 Academic Catalogue.
4. **Syllabus Changes:** This course syllabus provides a general plan for the course and is not a contract or other legally binding document; deviations may be necessary.