

CENTRAL TEXAS COLLEGE
HMSY 2337
MANAGING A UNIFIED INCIDENT COMMAND
Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course is a study of the common set of procedures of the unified incident command system for organizing personnel, facilities, equipment, and communications to successfully coordinate multi-agency response. Includes the identification and application of key roles and functional responsibilities for professionally managing multi-agency incidents. Also covers one or more practical application exercises and/or scenarios.
- B. This course is a required course in the Homeland Security—Emergency Management Degree Plan.
- C. This course is occupationally related and serves as preparation for careers in: Law enforcement, Medical fields, Government service.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES: Upon successful completion of this course, the student will:

- A. Conduct incident command practical competencies;
- B. Identify the functional responsibilities of unified incident command; and
- C. Demonstrate coordination of emergency operation centers and incident command operations.

III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through www.cdcd.edu/books.
- B. The following material will be available through Blackboard and used throughout this course to aid in the learning process:
 - 1. Federal Emergency Management Agency (website)
 - 2. National Incident Management System (website)

IV. COURSE REQUIREMENTS:

- A. **Reading Assignments:** Students will be required to read material presented in each lesson. The reading material will be available through websites specified for each lesson.
- B. **Projects, Oral Reports, Case Studies, Book Reports, and Research Papers:** There will be a chapter assignment and a discussion board response due weekly. Each item will have clearly listed requirements and deadlines. All material must be in Work format, 12 point type, and New Times Roman script. Points will be deducted for misspelled words and obvious grammatical mistakes. All points will be added up to obtain the final grade. There is no curve and no extra credit given. It is understood that sometimes situations arise and material cannot be turned in by the deadline. Clearly discuss these issues with the instructor before the deadline and agreements can be made. Remember that we are here to assist you in learning all that you can and will assist this process in any way that is acceptable by CTC policy.
- C. **Class Performance:** You must communicate with the instructor frequently during the class. Assignments must be turned in by the due date, or a 0 point value may be assigned for the assignment, or a failing grade may be given for the course (depending on the assignment). If assignments or discussions are missed, speak with the instructor to determine if you should continue with the class and make up the work, or if you need to withdraw. Failure to communicate with the instructor will result in your being withdrawn from the class for lack of participation. If the class work cannot all be completed in the given time then an incomplete may be issued by the instructor, if there is a legitimate reason for needing an extension and the instructor approves one. At no time shall the extension be more than 120 days from the completion date of the class. Class performance is graded by the work turned in (papers, discussion questions, and other assignments).
- D. **Class Participation:** The Student is expected to be on time to class, to have read the assigned materials, and be prepared to discuss the assignment in class. All persons must be present on exam day unless properly excused in advance. Students who are late for or absent from class have the absolute responsibility for obtaining the missed information. Students will be expected to take all scheduled examinations in the class period in which they are assigned. Students are expected to observe the Central Texas College policy for attendance as explained in the current catalog.
- E. Each student is expected to act in a manner consistent with the College's functions and goals as an institution of higher education. The Board of Trustees of Central Texas College states the following examples of misconduct constitute an interference with the lawful and orderly use of college premises, facilities, and activities for which students may be subject to disciplinary action. This is not an all-inclusive list of prohibited behavior.

1. Interference with teaching, research, administration or CTC's other responsibilities through disorderly conduct or disruptive behavior. This includes the use of or ringing of cell phones in the classroom. The instructor has the right to ask the student to leave the classroom and if the incident is repeated, the instructor has the right to ask the student to leave the class.
2. Refusing to depart from any property or facility of the College upon direction by College officials.

For more information on Non-Academic Misconduct please see the Student Handbook.

F. **Academic Dishonesty:** The College and its official representatives may initiate disciplinary proceedings against any student accused of any form of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on academic work, plagiarism and collusion.

1. Cheating on academic work includes:
 - a. Copying another student's exam paper, research paper or term paper.
 - b. Using materials during an exam that are not authorized by the exam administrator.
 - c. Collaborating with another student during an exam or in academic preparation without permission.
 - d. Using, buying, selling, stealing, transporting, or soliciting the contents of an un-administered exam.
2. Plagiarism is defined as the taking of passages from the writing of others without giving proper credit to the sources.
3. Collusion is defined as using another's work as one's own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of "F" and subject to disciplinary action, which may include suspension and expulsion.

G. **Feedback** is the return of data about the result of a process. Feedback will be provided via exam scores, graded assignments, and/or instructor evaluation of the students' progress. Each student is encouraged to take advantage of the many avenues for feedback available to them. For example, office hours are established primarily to provide students access to their instructors to discuss their academic performance, to answer their substantive questions, and in

some cases, to give them other academic guidance. While adjunct faculties do not normally have office hours, they are generally available before or after class to meet with you. E-mail is another easily available medium to obtain feedback. Additional feedback may be provided at the discretion of the instructor or upon the request of the student.

V. EXAMINATIONS

- A. There will be two exams given in this course. The exams will be multiple choice, true/false, and essay. There will be no study guide provided. Each test covers the material covered in class before the exam (the final is non-cumulative from the start of class). All exams are non-proctored.
- B. If a student is unable to make an exam, there will be no make-up exam, unless previously approved by the instructor. If a student anticipates missing an assignment or exam, he or she must contact the instructor **in advance** and seek approval for completing the exam or assignment on an alternate date.
- C. Students who have not sought and received approval for taking an exam or assignment on an alternate date will be given a zero for all exams or assignments not completed by the required due date.

VI. SEMESTER GRADE COMPUTATIONS

- A. It is the student's responsibility to complete the course requirements as defined within the syllabus. All assignments will be graded based upon the associated grading rubric.
- B. The possible grades for this course are A, B, C, D, or F. In order to receive transferable credit for this course, a grade of "C" or above must be earned. As a rule, D's will not transfer to other colleges. Grading criteria will be based on the <http://www.ctcd.cc.tx.us/grades.htm>:

Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	900-1000	800-899	700-799	600-699	below

- C. The points are added up to give a final total. There will be no rounding or curve provided for this course. Failure to complete any of the projects (paper, class discussion, and internet project) may result in an F for the course.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course on or after the first scheduled class meeting

must file an Application for Withdrawal with the local Central Texas College representative by the last date to withdraw. Students enrolled in distance learning courses and who do not have access to a local Central Texas College representative should submit a withdrawal form to EaglesOnCall@ctcd.edu or the Central Texas College Records Office in Killeen, Texas.

1. It is the student's responsibility to withdraw him/herself from the courses. Applications for Withdrawal will be accepted at any time before the completion of the 12th week of classes for 16-week courses, the sixth week of classes for eight-week courses, or the fourth week of classes for six-week courses.
2. For non-GoArmyEd active military students, the effective date of withdrawal is the filing date with the Education Center. For all other students, the effective date of withdrawal is the date that the withdrawal application is received by the Central Texas College representative.
3. Students who used financial aid, military tuition assistance, VA benefits, or other non-personal funds may be required to repay tuition and fees to the funding agency. For specific repayment requirements, contact the Office of Student Financial Aid or Veterans Services Office before withdrawing. Military tuition assistance students should visit their military Education Center or Navy College Office.
4. Students may not withdraw from a class for which the instructor has previously issued a grade of F", "FI", "FN", or "IP". For additional information regarding this policy, please review the Central Texas College Student Handbook.

B. **Administrative Withdrawal:** A student may be administratively withdrawn by a designated member of the Registrar's Office under the following conditions:

1. The student has been placed on Academic Suspension or Disciplinary Suspension;
2. The student has an outstanding financial obligation owed to the college; or
3. The student registered for a course without the required prerequisite or departmental permission.

The college is under no obligation to refund tuition and fees, or other costs associated with a student who is administratively withdrawn.

C. **Incomplete Grade:** An "IP" grade may be assigned by an instructor if a student has made a satisfactory progress in a course with the exception of a major quiz, final exam, or other project. The "IP" grade may also be assigned for extenuating circumstances beyond a student's control such as personal

illness, death in the immediate family, military orders, or in the case of distance learning courses, technology failures and mail delays. Notice of absences with supporting documentation may be required by the instructor. The instructor makes the final decision concerning the granting of the incomplete grade.

- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. **American's with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. **Nonattribution Policy:** In order to facilitate the free flow of information, no statements of personal opinion by the instructor concerning lawyers, judges, cases, or the legal system may be attributed to the speaker is meant to be confidential. This educational institution encourages complete freedom of expression in all academic endeavors. Comments made by the instructors and students will not be attributed to them in any public forum or to any individual likely to transmit such statements to a public forum. However, participation in CTC academic events does not create a category of privileged communication. Our nonattribution policy protects all participants in our program -- staff, faculty, students, speakers, and other guests -- against having their remarks and opinions publicly quoted or otherwise attributed to them without their express consent; allows such statements to be discussed, away from CTC, provided care is taken to avoid publicly identifying the speaker; and encourages speakers to be responsible for the substantive content of their statements.

VIII. COURSE OUTLINE

A. Lesson One: Introduction to the Incident Command System

1. **Learning Outcomes**: Upon successful completion of this lesson, students should be able to:
 - a. Explain the principles and basic structure of the Incident Command System (ICS).
 - b. Describe the NIMS Management Characteristics that are the foundation of the ICS.
 - c. Describe the ICS functional areas and the roles of the Incident Commander and Command Staff.
 - d. Describe the General Staff roles within ICS.
 - e. Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.

2. **Learning Activities**:

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-100.C: Introduction to the Incident Command System](#) Note: As you review the IS-100.C Interactive Web-Based Course, pay attention to the lesson overview, videos, and knowledge checks to help test yourself over the content of the course.
- b. Complete Lesson 1 Discussion.
- c. Complete Lesson 1 Assignment.
- d. Begin working on the Final Project.

3. **Lesson Outline**:

- a. ICS Overview
- b. NIMS Management Characteristics
- c. ICS Functional Areas and Command Staff Roles
- d. General Staff Roles
- e. How ICS Applies to You

B. Lesson Two: Basic Incident Command System for Initial Response

1. **Learning Outcomes**: Upon successful completion of this lesson, students should be able to:
 - a. Describe the course objectives and summarize basic information about the Incident Command System (ICS) and the National Incident Management System (NIMS).
 - b. Describe how the NIMS Management Characteristics relate to Incident Command and Unified Command.

- c. Describe the delegation of authority process, implementing authorities, management by objectives, and preparedness plans and objectives.
- d. Identify ICS organizational components, the Command Staff, the General Staff, and ICS tools.
- e. Describe different types of briefings and meetings.
- f. Explain flexibility within the standard ICS organizational structure.
- g. Explain the transfer of command briefings and procedures.
- h. Use ICS to manage an incident or event.

2. Learning Activities:

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-200.C: Basic Incident Command System for Initial Response](#) Note: As you review the IS-200.C Interactive Web-Based Course, pay attention to the lesson overview, videos, and knowledge reviews to help test yourself over the content of the course.
- b. Complete Lesson 2 Discussion.
- c. Complete Lesson 2 Assignment.
- d. Continue working on the Final Project.

3. Lesson Outline:

- a. Course Overview
- b. Incident Command and Unified Command
- c. Delegation of Authority and Management by Objectives
- d. Functional Areas and Positions
- e. Incident Briefings and Meetings
- f. Organizational Flexibility
- g. Transfer of Command
- h. Application Activity
- i. Course Summary

C. Lesson Three: The National Incident Management System

1. Learning Outcomes: Upon successful completion of this lesson, students should be able to:

- a. Describe the applicability and scope of NIMS.
- b. Describe the four key activities of NIMS Resource Management Preparedness.
- c. Identify the methods for Managing Resources during an Incident.
- d. Describe the features of Mutual Aid.
- e. Differentiate among the fourteen NIMS Management Characteristics.
- f. Identify Emergency Operations Center (EOC) Functions.
- g. Explain EOC Staff Organization Models.
- h. Explain EOC Activation Levels.

- i. Identify the roles and responsibilities of the Multiagency Coordination Group (MAC Group).
- j. Describe the Joint Information System (JIS).
- k. Describe Interconnectivity of NIMS Command and Coordination Structures.
- l. Identify the four key principles of communications and information management.
- m. Describe the communications management practices and considerations.
- n. Identify the three concepts related to Communications Standards and Formats.

2. **Learning Activities:**

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-700.B: An Introduction to the National Incident Management System](#) Note: As you review the IS-700.B Interactive Web-Based Course, pay attention to the lesson overview, videos, and knowledge reviews to help test yourself over the content of the course.
- b. Complete Lesson 3 Discussion.
- c. Complete Lesson 3 Assignment.
- d. Continue working on the Final Project.

3. **Lesson Outline:**

- a. Fundamentals and Concepts of NIMS
- b. NIMS Resource Management
- c. NIMS Management Characteristics
- d. Incident Command System (ICS)
- e. Emergency Operations Centers (EOC)
- f. Other NIMS Structures and Interconnectivity
- g. Communications and Information Management
- h. Course Summary

D. **Lesson Four: Basic Emergency Operation Center Functions**

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:

- a. Describe the role EOCs play in overall multiagency coordination.
- b. Describe the processes and procedures for activating the EOC.
- c. Describe the factors involved in staffing and organizing the EOC.
- d. Describe factors for effective EOCs.
- e. Identify considerations for deactivating the EOC within the context of Recovery.
- f. Given a scenario-based incident, utilize key EOC concepts.

2. **Learning Activities:**

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-2200: Basic Emergency Operation Center Functions](#) Note: As you review the above Interactive Web-Based Course, pay attention to the lesson overview, videos, and key points to help test yourself over the content of the course.
- b. Complete Lesson 4 Discussion.
- c. Complete Lesson 4 Assignment.
- d. Continue working on the Final Project.

3. **Lesson Outline:**

- a. Describe the role EOCs play in overall multiagency coordination.
- b. Describe the processes and procedures for activating the EOC.
- c. Describe the factors involved in staffing and organizing the EOC.
- d. Describe factors for effective EOCs.
- e. Identify considerations for deactivating the EOC within the context of Recovery.
- f. Given a scenario-based incident, utilize key EOC concepts to successfully complete the scenario.

E. **Lesson Five: Development of Incident Action Plan Forms**

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:
 - a. Identify and describe how an IAP is developed and implemented following the primary phases of the planning process.
 - b. Describe the standard ICS forms that are used to support the development of an IAP and their importance for effective information management.
 - c. Identify and describe sources of information that provide input for composing ICS tactical and safety worksheet forms, and how those forms are used to develop information needed for key elements of the IAP consistent with the Planning "P".
 - d. Describe the various ICS forms used for the development of the IAP, and the ICS staff positions responsible for gathering the information needed.
 - e. Identify and describe the purpose of supplemental ICS forms and documents needed to assist with information collection and dissemination needed during an incident.

2. Learning Activities:

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-201: Forms Used for the Development of the Incident Action Plan](#) Note: As you review the above Interactive Web-Based Course, pay attention to the lesson overview, videos, and key points to help test yourself over the content of the course.
- b. Complete Lesson 5 Discussion.
- c. Complete Lesson 5 Assignment.
- d. Continue working on the Final Project.

3. Lesson Outline:

- a. Court Introduction
- b. ICS Forms and the Planning “P”
- c. Initial Planning Information and ICS Forms
- d. Starting the Incident Action Plan: ICS-215 and ICS-215A
- e. Preparation and Application of the Incident Action Plan
- f. Supplemental ICS Forms and Demobilization
- g. Course Summary

F. Lesson Six: An Introduction to Hazardous Materials

1. Learning Outcomes: Upon successful completion of this lesson, students should be able to:
 - a. Explain the roles of Federal, State, Tribal and local governments in reducing hazardous materials risks through Health and Environmental Regulations.
 - b. Discuss the two major hazardous materials identification systems used within the United States.
 - c. Identify possible terrorist’s targets of opportunities in the use of toxic industrial chemicals (TIC) as Weapons of Mass Destruction (WMD).
 - d. Identify locations where hazardous materials are commonly found and how to determine their potential health effects.
 - e. Describe basic terms that pertain to exposures to hazardous materials.
 - f. Read and interpret a materials safety data sheet (MSDS).
 - g. Explain how hazardous materials enter the body and contaminate the environment.
 - h. Describe what communities can do to increase their emergency preparedness to respond to hazardous materials incidents.
 - i. Identify steps individuals and communities can take to protect themselves during a hazardous materials release.

2. Learning Activities:

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-5.A: An Introduction to Hazardous Materials](#) Note: As you review the above Interactive Web-Based Course, pay attention to the lesson overview, videos, and key points to help test yourself over the content of the course.
- b. Complete Lesson 6 Discussion.
- c. Complete Lesson 6 Assignment.
- d. Continue working on the Final Project.

3. Lesson Outline:

- a. Health and Environmental Regulations
- b. Hazardous Materials Identification Systems
- c. Identifying Hazardous Materials
- d. Hazardous Materials and Human Health
- e. Preparing for Hazardous Materials Incidents

G. Lesson Seven: Emergency Management for Senior Officials

1. Learning Outcomes: Upon successful completion of this lesson, students should be able to:

- a. Identify the emergency management role assumed by senior officials, describe emergency management authorities.
- b. Identify emergency management, team members.
- c. Describe the purpose of an emergency operations plan, state the importance of resource management, training, and exercises.
- d. Identify the role of the senior official during a crisis, and describe the importance of involving the whole community in preparedness.

2. Learning Activities:

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-908: Emergency Management for Senior Officials](#) Note: As you review the above Interactive Web-Based Course, pay attention to the lesson overview, videos, and key points to help test yourself over the content of the course.
- b. Complete Lesson 7 Discussion.
- c. Complete Lesson 7 Assignment.
- d. Complete the Final Project.

3. **Lesson Outline:**

- a. Understand the Emergency Management Mission
- b. Review Your Authorities
- c. Learn About Your Team
- d. Review Your Plans and Resources
- e. Know How To Lead During a Crisis
- f. Promote Community Preparedness

H. **Lesson Eight: Resource Management**

1. **Learning Outcomes:** Upon successful completion of this lesson, students should be able to:

- a. Establish systems for describing, inventorying, requesting, and tracking resources.
- b. Activate these systems prior to and during an incident.
- c. Dispatch resources prior to and during an incident.
- d. Deactivate or recall resources during or after incidents.

2. **Learning Activities:**

- a. Read the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-703.A: NIMS Resource Management](#) Note: As you review the above Interactive Web-Based Course, pay attention to the lesson overview, videos, and key points to help test yourself over the content of the course.
- b. Complete Lesson 8 Discussion.
- c. Complete Lesson 8 Assignment.
- d. Complete Final Exam.

3. **Lesson Outline:**

- a. Resource Management Overview
- b. Resource Management Planning
- c. Resource Typing & Readiness
- d. Resource Management During Incidents
- e. Resource Management & Complex Incidents
- f. Course Summary