



## ENF245 Emergency Organization and Management (3 credit hours) Course Syllabus

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### Course Description

Every level of government bears responsibility for emergency response. A systematic analysis of the public agencies and an overview of organizations involved in homeland security will be covered in this course. Topics such as threat assessment, risk analysis, incident management systems, coordinating with supporting agencies, response procedures, the planning function, coordinated government efforts, crime scene operations, prevention strategies, response protocols, evacuation, medical support, and conducting an effective follow-up analysis will all be covered. This class will prepare the student with information necessary to respond to terrorist acts.

### Course Learning Outcomes

By the end of this course, you will be able to:

1. Analyze the structure of the homeland security apparatus.
2. Analyze factors that influence multi-jurisdictional and emergency responses.
3. Examine the appropriate relationship between homeland security, national defense, and law enforcement.

### Required Textbook(s) and Resources

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Burke, R. (2017). Counter-terrorism for emergency responders. 3rd edition. CRC Press.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (10) Activity 1.2 (10)	<b>Discussions</b> Activity 2.1 (10) Activity 2.2 (10)	<b>Discussions</b> Activity 23.1 (10) Activity 3.2 (10)	<b>Discussions</b> Activity 4.1 (10) Activity 4.2 (10)	<b>Discussions</b> Activity 5.1 (10) Activity 5.2 (10)	<b>Discussions</b> Activity 6.1 (10) Activity 6.2 (10)	<b>Discussions</b> Activity 7.1 (15) Activity 7.2 (15)	<b>150</b>
<b>Assignments</b> Activity 1.3 (50)	<b>Assignments</b> Activity 2.3 (50)	<b>Assignments</b> Activity 3.3 (50)		<b>Assignments</b> Activity 5.3 (100)	<b>Assignments</b> Activity 6.3 (100)		
<b>70</b>	<b>70</b>	<b>70</b>	<b>20</b>	<b>120</b>	<b>120</b>	<b>30</b>	<b>500</b>

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	<70

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: Incident Command System	<input type="checkbox"/> WED: Activity 1.2 Discussion: Incident Command System - Initial Post <input type="checkbox"/> SAT: Activity 1.1: Meet Your Peers - Secondary Post <input type="checkbox"/> SAT: Activity 1.2 Discussion: Incident Command System - Secondary Post <input type="checkbox"/> SUN: Activity 1.3 Assignment: ISC 100 Exam
Week 2: National Incident Management System Transportation disasters	<input type="checkbox"/> WED: Activity 2.1 Discussion: National Incident Management System - Initial Post <input type="checkbox"/> WED: Activity 2.2 Discussion: Transportation Disaster - Initial Post <input type="checkbox"/> SAT: Activity 2.1 Discussion: National Incident - Secondary Post Management System <input type="checkbox"/> SAT: Activity 2.2 Discussion: Transportation Disaster - Secondary Post <input type="checkbox"/> SUN: Activity 2.3 Assignment: NIMS Exam
Week 3:	<input type="checkbox"/> WED: Activity 3.1 Discussion: Natural Disaster Responses - Initial Post

Natural Disasters	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 3.2 Discussion: Preparing and Responding - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 3.1 Discussion: Natural Disaster Responses - Secondary Post</li> <li><input type="checkbox"/> SAT: Activity 3.2 Discussion: Preparing and Responding - Secondary Post</li> <li><input type="checkbox"/> SUN: Activity 3.3 Assignment: Point Paper</li> </ul>
Week 4: Terrorism	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 4.1 Discussion: OKC Bombing - Initial Post</li> <li><input type="checkbox"/> WED: Activity 4.2 Discussion: Terrorist Attack and ICS - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 4.1 Discussion: OKC Bombing - Secondary Post</li> <li><input type="checkbox"/> SAT: Activity 4.2 Discussion: Terrorist Attack and ICS - Secondary Post</li> </ul>
Week 5: Infectious diseases Chemical/biological weapons	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 5.1 Discussion: 1918 Pandemic - Initial Post</li> <li><input type="checkbox"/> WED: Activity 5.2 Discussion: Analyzing Attacks - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 5.1 Discussion: 1918 Pandemic - Secondary Post</li> <li><input type="checkbox"/> SAT: Activity 5.2 Discussion: Analyzing Attacks - Secondary Post</li> <li><input type="checkbox"/> SUN: Activity 5.3 Paper: A Major Catastrophe after 9/11</li> </ul>
Week 6: Active Shooters	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 6.1 Discussion: Active Shooter Responses - Initial Post</li> <li><input type="checkbox"/> WED: Activity 6.2 Discussion: Modifying DHS/USSS Materials - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 6.1 Discussion: Active Shooter Responses - Secondary Post</li> <li><input type="checkbox"/> SAT: Activity 6.2 Discussion: Modifying DHS/USSS Materials - Secondary Post</li> <li><input type="checkbox"/> SUN: Activity 6.3 Assignment: Incident Commander PowerPoint</li> </ul>
Week 7: Course Reflection	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.1 Discussion: Your Response - Initial Post</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.2 Discussion: Your Suggestions - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 7.1 Discussion: Your Response - Secondary Post</li> <li><input type="checkbox"/> SAT: Activity 7.2 Discussion: Your Suggestions - Secondary Post</li> </ul>
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## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## Your instructor will expect you to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner.

That means:

- Fully participate in all learning activities.
- Complete assignments as described in rubrics or other instructions.
- Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
- Utilize and incorporate instructor-provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

## You should expect your instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program, see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## **Comments or Concerns**

TU's online programs are designed to be student-driven: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).