<div style="text-align:center; border:1px solid; padding:1em;">

School of Public Service and Health
Homeland Security Program
HLSS 233
Explosive Incident Assessment
3 Credit Hours
8-Weeks
Prerequisite(s): None

</div>

Table of Contents

Instructor Information

Instructor:
Email:

Table of Contents

Course Description (Catalog)

Explosive Incident Assessment: Methods, Practices, Protocols (3 hours)

This course is an overview of Explosive Ordnance Disposal (EOD). It provides a framework in which to evaluate Standard Operating Procedures (SOPs) utilized by military and civilian Explosive Ordnance Disposal teams and Hazardous Devices teams in the field. The extremely hazardous nature of these operations lends itself to a detailed evaluation of the methods; practices and protocols used during live ordnance and emergency response calls. Formal EOD guidance contained in Military Instructions and Regulations, and Federal Codes of Regulation (CFRs) is examined as a reference and for operational compliance. They are evaluated for efficacy in meeting the often conflicting and demanding needs of EOD operators. Procedures covered include the full spectrum of military EOD Required Operational Capabilities. Included here are high risk evolutions such as diving and demolition operations, parachuting and rappelling operations, and, response to Weapons of Mass Destruction, and Small Arms Employment under hostile and time constrained conditions. The vulnerability and risk of specific EOD procedures, to terrorist actions is defined and proposed countermeasures are weighted for effectiveness. The application of industry "Best Practice" Risk Management processes is examined for application to the Explosive Ordnance Disposal field. [3 Semester Hours]

Table of Contents

Course Scope

As a General Studies course and the introductory course for an Associates degree program in EOD, this course offers a framework in which to evaluate Standard Operating Procedures (SOPs) utilized by military and civilian Explosive Ordnance Disposal teams and Hazardous Devices teams in the field. The extremely hazardous nature of these operations lends itself to a detailed evaluation of the methods; practices and protocols used during live ordnance and emergency response calls.

Course Objectives

Course Objectives:

CO-1 Define the basic components of an EOD specific Emergency Response Standard Operating Procedure (SOP).

CO-2 Describe the operational significance of the SOP components.

CO-3 Identify the relevant EOD regulatory documents in terms of their guidance on emergency operations and procedures.

CO-4 List the types of EOD emergency response situations.

CO-5 Describe terrorist methods, practices and protocols.

CO-6 Discuss the importance incident assessment in light of recent world events in a post 9/11 environment.

CO-7 Recognize terrorism behaviors as products of strategic choice in order to best utilize appropriate risk management preventative measures.

CO-8 Differentiate between the varieties of terrorism and assessing proper risk reduction practices.

CO-9 Underline standard operational risk management (ORM) practices and their application via the development of explosive incident assessment processes.

CO-10 Examine the importance, and role of the Department of Homeland Security (DHS), Department of Defense (DOD), Federal Emergency Management Agency (FEMA), and other State and Local organizations in relation to risk assessment and management issues and applications.

Course Delivery Method

This course will offer the student a highly interactive virtual classroom. Each week's lesson will have a weekly course announcement, assigned readings, and discussion group postings in the Forum section based on either course readings or an internet-based project, and notes provided by the instructor. The course will provide the student with the necessary knowledge of the international system to better appreciate and comprehend world events and motivations of the numerous international actors.

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

Course Materials

1. Reich, Walter. *Origins of Terrorism: Psychologies, Ideologies, Theologies, and States of Mind*. John Hopkins University Press, Baltimore 1998.

2. Guest Website Assigned Readings include:

   Risk Based Decision-Making Guidelines (RBDM), 2nd ed. U.S. Coast Guard, Volume I-IV in the Course Materials (CM) section at very bottom. If the link does not work, just access CM directly and pan down to the appropriate file: In Resources Section as PDF

   DoD Directive 5160.62. Single Manager Responsibility for Military Explosive Ordnance Disposal Technology and Training (EOD T&T) at: http://www.dtic.mil/whs/directives/

   DoD Directive 3150.5. DOD Response to Improvised Nuclear Device (IND) Incidents at: http://www.dtic.mil/whs/directives/

   FM 9-15. EOD Service and Unit Operations at: http://www.globalsecurity.org/military/library/policy/army/fm/9-15/

   FM 21-16. Unexploded Ordnance (UXO) procedures at: http://www.globalsecurity.org/military/library/policy/army/fm/21-16/ http://www.army.mil/usapa/doctrine/21_Series_Collection_1.html

   FM 3-11.38. UXO Multiservice Procedures for UXO operations at: http://www.army.mil/usapa/doctrine/100_Series_Collection_1.html

3. Notes: Resources Section in the 'Copied Resources' Folder

Evaluation Procedures

Grades for this course will be based upon four grading instruments. There are weekly discussion questions that are provided in the **Forum Section**. The student – when directed by the instructor -- will respond to the posting of other students. The mid-term and final exams will be a composite of multiple choice questions and short essays.

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

Grade Instruments:	Points	% of Final Grade
Forum Topics	10 pts	10%
Homework Assignments	15 pts	15%
Essay Paper	25 pts	25%
Mid-Term Exam	100 pts	25%
Final Exam	100 pts	25%
	255 pts	100%

Grading Scale

Please see the Student Handbook (click here) to reference the University's grading scale

Course Online

8-Week	Topics	Course Objectives	Readings	Assignments
1	**Explosive Incident Assessments: Policy and Regulations**	**CO- Week 1** List the organizations responsible for explosive incident policy, practices and methodologies. Define common explosive incident terminology. Discuss the purpose of the military munitions rule. Recall common explosive terminology. Underline the single manager's responsibilities. Recognize DOD's position in response to IND scenarios. Describe inter-service responsibilities for EOD matters **Contact your professor via email**	DOD 5160.62, DOD 3150.5, & OPNAVINST 8027.1G. Hyperlinks listed above under additional readings.	Newsgroup: Virtual Introduction TBD Forum Posting Topic 1 Homework in 'Assignments' Section Website: Refer to above 'Guest Websites' and review the website links in the 'Selected Bibliography' Resources: Copied Resources
2	**Impact of Terrorist Characteristics**	**CO-2** Describe terrorist behavior as a product of psychological forces. Explain terrorist behavior as a product of strategic choice. Discuss terrorist behavior as a product of psychological forces. Recognize the varieties of terrorism. Discriminate as to how terrorist behavior could influence the development of explosive incident response protocol. Recall how terrorism may follow a logical sequence of events. Underline the extremist goal for using terrorist tactics. Define 'willful choice' as it applies to terrorist behavior. Explain the 'free-rider' problem with terrorist activities.	Reich Parts I – III	Forum Posting Topic 1 Homework in 'Assignments' Section Website: Refer to above 'Guest Websites' Resources: Copied Resources

3	**Risk Management: Threats, Vulnerabilities & Risk**	**CO-3** Restate basic ORM guidelines. Discuss the risk based decision making process. List barriers to risk based decision making. Identify risk analysis techniques. Describe the STAAR system of risk categorization. Explain the basics of loss prevention	USCG Risk Based Decision Making guidelines, Volume 1, chapter 3; Volume 2, Chapters 1-3 at: Look in Resources – Copied resources for the risk-grp PDF document	Forum Topic 2 Homework in 'Assignments' Section Website: Refer to above 'Guest Websites' Resources: Copied Resources
4	**Methods, practices & protocols**	**CO-4** Describe the six parts of the basic assessment model Define threat analysis List the elements of terrorist group operations Describe activation energy Select the necessary outline of an Explosive Incident Assessment Standard Operating Procedure (SOP) Recognize the importance of vulnerability assessments		Forum Topic 2 Homework in 'Assignments' Section Website: Refer to above 'Guest Websites' Resources: Copied Resources Exam: Access Mid-Term Exam in Test & Quizzes
5	**Large Vehicle Bombs: Case Study** **Mid-Term Exam**	**CO-5** Explain device classification Discuss the effects of blast and fragmentation on terrain, structures and people List the explosive types and their variations Define how general explosive types can be classified Identify operational techniques used for bombings Describe a proper vehicle assessment Recognize the relevance of basic principles of physics and chemistry		Forum Topic 3 Homework in 'Assignments' Section Website: Refer to above 'Guest Websites' Resources: Copied Resources
6	**Preparedness and Mitigation**	**CO-6** Discuss preventative measures against CWMD		Forum Topic 3 Homework in 'Assignments'

		Explain the essential parts of the risk analysis vehicle bombs Describe mechanical and electrical standards Define the intervention of counterintelligence activities Recall the starting point for defensive tasks Underline critical goals within the defensive mode Explain tactical examination of bomb barriers		Section Website: Refer to above 'Guest Websites' Resources: Copied Resources
7	**Response and Recovery, Integration of Explosive Incident Assessment Process** **Research Paper Due**	**CO-7** Define planning assumptions. Identify appropriate response posture with the sequence of events Discuss how to follow the 'critical path' Explain the political dimension of a hostage situation Recall why the taking of hostages is referred to as 'smart' terrorism Describe innocence and patriotism in regards to hostages	Refer to previous URL's for additional reference information Websites, Advanced Google Search Engine	Forum Topic 4
8	**Final Exam**			Exam: Access Final Term Exam

Polices

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
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.

- *Smarthinking:* Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.
- Online assistance is available at http://www.tutor.com/

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email **registrar@apus.edu** to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,

- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

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.

Table of Contents

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
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 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.

Selected Bibliography

Website Sources:

* http://www.fema.gov/

 *http://www.sra.org/

Munitions Rule: http://www.cpeo.org/lists/military/1995/msg00503.html

*http://www.fas.org/spp/military/docops/defense/d3150_5.htm

*http://www.state.hi.us/kirc/dod/dsbfnlrpt.pdf

*http://www.Aero-Terrorism
*http://www.britannica.com/original?content_id=1448

*http://news.bbc.co.uk/1/hi/events/northern_ireland/paramilitaries/162714.stm