# Course Syllabus

## *CJ 497 01W* Introduction to Emergency Management*: Fall 2016*

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## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

**Required Reading**

Bullock, Jane, George Haddow, and Damon Coppola. 2013. Introduction to Emergency Management, 5th Edition. Butterworth-Heinemann. Burlington.

**Other Readings and learning opportunities**

https://training.fema.gov/is/crslist.aspx

## Course Description/Explanation

This course introduces students to the emergency management profession. Topics include the history of emergency management, the identification and assessment of hazards, risk, and vulnerability, and the four phases of emergency management (mitigation, preparedness, response, and recovery). Special emphasis is given to the communication function, international disaster management, and the recent influence of the terrorism hazard. The course concludes with a discussion on the future of emergency management.

## Course Objectives and Student Learning Outcomes

1. Define key emergency management terms, including hazard, risk, vulnerability, emergency, disaster, catastrophe, and others.

2. Explain how the emergency management profession has evolved.
3. List and describe the major natural, technological and intentional hazards that affect communities in the United States and throughout the world.
4. Understand the roles of the emergency manager and other key stakeholders in the mitigation of, preparedness for, response to, and recovery from major emergencies and disasters.
5. Describe the assistance provided by local, state, and Federal government agencies, as well as participants in the private and nonprofit sectors.
6. Describe how emergency management organizations conduct crisis and risk communication, and explain the purpose of each.
7. Understand how international emergency management differs from domestic emergency management, and describe the different stakeholders involved in international disasters.
8. Describe the terrorism hazard, and explain how the nation's treatment of terrorism, especially as it relates to emergency management, has evolved.
9. Describe the future challenges of the emergency management profession.

## COURSE REQUIREMENTS

## Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

### Introduction/Discussion Posts *(SLO)*

The **Introduction** is a chance for you to 'meet' your colleagues (although most of you likely know each other by now) in the class and an opportunity to introduce yourself to your professor. You will also be required to answer a course-related question. Specific instructions on what to post are available when you click on Introduction in Week #1. The Introductory post is due on **Wednesday of Week #1** of the course.

*1 Introduction = 100 points*

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials in not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the 'How to Cite' FactSheet in the CJ 500 Orientation Course).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.

*10 discussion posts @ 50 points each = 500 course points*

Posts are due by 11:00PM CST

**Comment Posts** *(SLO)*

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments each week. I would strongly encourage you to engage your colleagues well past the five-comment minimum in order to maximize your opportunity for meaningful discussion and learning.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. Students **must** provide one outside source for **at least** one comment that they make.

**NO LATE COMMENTS ARE ACCEPTED**. All comment posts are due by 11:00PM**.**

**Assessment Method**: Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric. The discussion and comments for each week will be graded together and posted as one grade.

 **Quizzes**
You will take nine quizzes, 100 points each in this course. They will be multiple choice/true false assessments of your knowledge of your textbook. These exams will cover each chapter of the book.

**Assessment Method:** Exams will be graded automatically with scores available in eCollege.

**Assignments** (SLO*)*
Students are required to complete one writing assignment.

**Assessment Method: 300** *points assigned for the essay. Students will be graded on their essays using the Essay Grading Rubric.*

The profession of emergency management has advanced considerably in the past 30 years as the role of the emergency manager at all jurisdictional levels has become more established**.**  Additionally, the systems that have been developed to manage emergencies and disasters both before and after they occur have improved.  This advancement is the result of a

number of factors, the most significant of which are increased understanding of the field by policymakers (who provided the necessary political and financial support to grow the profession and governmental capability), the learning and sharing of lessons from each subsequent disaster, and introduction of research and technology to allow for greater risk and hazard management.

For this assignment, you will be investigating how an emergency management function has improved or has evolved. Examples include such things as *coordination, search and rescue, planning, logistics, mass care,* and others. Students must receive approval by the instructor for all paper topics.

Through this project, you will examine and present the following:

- A detailed description or background on the function or activity
- How the function or activity supports effective emergency management (look at all phases of emergency management, namely preparedness, mitigation, response and recovery)
- How the function or activity has evolved, and as a result of what events or events this has occurred
- What tools, technologies, systems, or resources are available to support the function or activity
- What individual competencies are required to provide the functional support or to conduct the activity
- What improvements are likely to occur in the future with regards to the function or activity

Submissions should be thoroughly researched, written to a minimum of 5 double-spaced pages, and follow APA format. This assignment will be submitted via Dropbox, which is located on the top toolbar inside the course.

# GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

| Assignment Type | # of Assignments | Point Value | Total Points |
|---|---|---|---|
| Introduction | 1 | 100 | 100 |
| Discussions | 10 | 50 | 500 |
| Comments | 20 | 10 | 200 |

| | | | |
|---|---|---|---|
| **Assignments** | | | |
| **Essay** | 1 | 300 | 300 |
| **Quizzes** | 9 | 100 | 900 |
| **Pre/Post-test** | 0 | 0 | 0 |
| | | **TOTAL** | **2,000** |

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'.

# TECHNOLOGY REQUIREMENTS

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for Ecollege are:

- Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required – courses are heavily video intensive
- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Reader
- Adobe Flash Player

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

# ACCESS AND NAVIGATION

## eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:
http://www.tamuc.edu/myleo.aspx
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or
**helpdesk@tamuc.edu**.

## Course Navigation

This course like the others in the program is divided up into weekly units.  Each unit will have an Overview, Outcomes, Activities/Assignments and Resources.  The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

# COMMUNICATION AND SUPPORT

## Interaction with Instructor Statement

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

## eCollege Student Technical Support

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

## Policy for Reporting Problems with eCollege

Students, who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do one of the following:

- Call 1-866-656-5511 or 720-931-3847 (direct)

- Online Chat by clicking on the "Tech Support" tab within your eCollege course.

- Email helpdesk@online.tamuc.org

Hours: The eCollege helpdesk is open 24/7 to meet your needs.

Your call will be logged and I will check with the Tech Support staff to confirm your call. Once I have confirmed your call, I will contact you regarding the issue.
Only eCollege-based problems will be addressed. Make sure your internet connection is working and viable when taking tests or turning in assignments.

## myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

## Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures

### Academic Honesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will

be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test of assignment

- Communication with another during an exam or assignment (i.e. written, oral or otherwise)

- Giving or seeking aid from another when not permitted by the instructor

- Possessing or using unauthorized materials during the test

- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement

- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

• Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link [Criminal Justice web site](Criminal Justice web site) for more information.

## Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

## APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task

seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the CJ 500 Orientation Course.

www.apastyle.org

http://owl.english.purdue.edu/owl/resource/560/02/

www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

**Late Work**
In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies **ONLY** to your discussions, papers, and quizzes, **not** your comments.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late **will not** be accepted/graded.

**Drop Course Policy**
Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

# University Specific Procedures:

# ADA Statement

Students with Disabilities

**The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:**

**Office of Student Disability Resources and Service**

**Texas A&M University-Commerce**

**Gee Library- Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**Email: Rebecca.Tuerk@tamuc.edu**

**Website: Office of Student Disability Resources and Services**

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

## Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

(([http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)) and/or consult your event organizer).  Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

# COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

**Please note that all discussions/comments/assignments are due by 11:00PM CST in eCollege on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule.**

## WEEKLY ASSIGNMENTS

| Week One | Read the syllabus carefully and make note of important course due dates. |
|---|---|
| | Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: http://www.albion.com/netiquette/corerules.html |
| | *Chapter 1*: Course Introduction, and the Historical Context of Emergency Management |
| | Review Chapter lecture |
| | **Chapter 1:** PowerPoint-Located in Doc sharing |
| | Complete Discussion and comments Assignment #1 |
| | Complete Chapter quiz |
| Week Two | *Chapter 2*: Natural and Technological Hazards and Risk Assessment |
| | Review Chapter lecture |

**Chapter 2:** PowerPoint-Located in Doc sharing

Complete Discussion and comments Assignment #2

Complete Chapter quiz

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| **Week three** | *Chapter 3*: The Disciplines of Emergency Management: Mitigation<br><br>Review Chapter lecture<br><br>**Chapter 3:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #3<br><br>Complete Chapter quiz |
| **Week Four** | *Chapter 4*: The Disciplines of Emergency Management: Preparedness<br><br>Review Chapter lecture<br><br>**Chapter 4:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #4<br><br>Complete Chapter quiz |
| **Week Five** | *Chapter 5*: The Disciplines of Emergency Management: Communications<br><br>Review Chapter lecture<br><br>**Chapter 5:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #5<br><br>Complete Chapter quiz |
| **Week Six** | *Chapter 6*: The Disciplines of Emergency Management: Response<br><br>Review Chapter lecture |

| | **Chapter 6:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #6<br><br>Complete Chapter quiz |
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| **Week Seven** | *Chapter 7*: The Disciplines of Emergency Management: Recovery<br><br>Review Chapter lecture<br><br>**Chapter 7:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #7<br><br>Complete Chapter quiz |
| --- | --- |
| **Monday Week Eight** | Off week! Enjoy!! |
| **Week Nine** | *Chapter 8*: International Disaster Management<br><br>Review Chapter lecture<br><br>**Chapter 8:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #8<br><br>Complete Chapter quiz |

| **Week Ten** | *Chapter 9*: Emergency Management and the Terrorist Threat<br><br>Review Chapter lecture<br><br>**Chapter 9:** PowerPoint-Located in Doc sharing<br><br>Complete Discussion and comments Assignment #9<br><br>Complete Chapter quiz |
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| **Week Eleven** | *Chapter 10*: The Future of Emergency Management |

## Course Conclusion

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| | |
| **Week Twelve** | For this assignment, you will be investigating how an emergency management function has improved or has evolved.  Examples include such things as *coordination, search and rescue, planning, logistics, mass care,* and others.  Students must receive approval by the instructor for all paper topics. |
| | Through this project, you will examine and present the following:<br><br>• A detailed description or background on the function or activity<br>• How the function or activity supports effective emergency management (look at all phases of emergency management, namely preparedness, mitigation, response and recovery)<br>• How the function or activity has evolved, and as a result of what events or events this has occurred<br>• What tools, technologies, systems, or resources are available to support the function or activity<br>• What individual competencies are required to provide the functional support or to conduct the activity<br>• What improvements are likely to occur in the future with regards to the function or activity<br><br>**Submissions should be thoroughly researched, written to a minimum of 5 double-spaced pages, and follow APA format.** |
| | |
| **Week Fifteen** | essay due |