Course Syllabus
Capstone Course in Emergency Management
Spring 2021
EADP 4080.001
Monday 6:00-8:50 p.m.*
LIFE A117

Instructor: Dr. Gary Webb
Office Hours: By appointment via Zoom
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Telephone: (940) 369-5815
E-mail: gary.webb@unt.edu

Course Overview
This course provides a synthesis of emergency management concepts and perspectives covered in the core EADP classes. Case studies of disasters are emphasized to provide real-world examples of applied principles. This class will include readings and discussions related to the current theoretical approaches and trends in the field. Students will be expected to creatively analyze these theories and trends in order to make informed and thoughtful contributions to classroom discussion. This course will incorporate modules on the practical skills students of emergency management will be expected to demonstrate upon gaining employment in the field. Specific topics covered in this course include policies that have significance on the day-to-day operations of emergency management organizations, decision-making and ethics in the field and current challenges the new generation will face in their careers.

Course Objectives
The primary objective of this course is to sharpen students’ understanding of the historical origins of emergency management, its current status, and future challenges and opportunities. Upon completion of the course students should:

1. Demonstrate a comprehensive understanding of the current and emerging issues related to the field of emergency management.
2. Apply basic principles of emergency management to topical issues confronting the field.
3. Develop and refine skill sets essential to enter and contribute to the emergency management profession.
4. Possess the skills and confidence necessary for their roles and responsibilities in the field of emergency management.

*Please note that due to the continuing COVID-19 crisis and related health and safety concerns, some class meetings may be conducted remotely via Zoom. In those instances an announcement will be made on Canvas and students will be provided meeting log-in instructions. Any such meetings will occur during the regularly scheduled class meeting time.
Course Readings
Throughout the semester assigned readings will be posted on Canvas prior to each class where applicable.

Course Requirements
Student grades for this course will be based on each student’s performance on (a) two major exams and (b) a grant project.

Exams
There will be two required 90 minute exams in this course, each of which will test students’ knowledge of material covered in the relevant section. For example, the first exam (tentatively scheduled for Monday, February 22) will consist of all material from class discussions and required readings up to that point; the second exam (scheduled for Monday, April 26) will consist of material from class discussions and required readings covered after the first exam; (i.e., the final exam is not “comprehensive” in nature).

Each exam will contain 35 multiple choice questions, 1 short list question, and 1 essay question. The relative weight of each type of question for each exam is as follows:

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>35 multiple choice</td>
<td>70 points</td>
</tr>
<tr>
<td>1 short list question</td>
<td>5 points</td>
</tr>
<tr>
<td>1 essay question</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points x 2 exams= 200 points</td>
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Grant Project
For this project each student will: (1) submit a written grant proposal related to emergency management (due April 5), (2) deliver a presentation on the project in class (April 5), (3) provide written reviews and scoring of ten proposals selected by the instructor (due April 12), and (4) participate in an in-class consensus funding exercise in which proposals will be ranked and prioritized for mock funding consideration (April 12). This project is valued at 50 points. More details and specific requirements will be provided in class.

Course Grades
To summarize, course requirements and their relative weight for grading purposes are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Grant project</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
</tr>
</tbody>
</table>

Student grades will be calculated on the following scale:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>225-250</td>
<td>A</td>
</tr>
<tr>
<td>200-224</td>
<td>B</td>
</tr>
<tr>
<td>175-199</td>
<td>C</td>
</tr>
<tr>
<td>150-174</td>
<td>D</td>
</tr>
<tr>
<td>0-149</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Assignments
Grant proposals and reviews will not be accepted after the due date.

Missed Exams
Only in extenuating circumstances, such as family crisis, illness or injury sufficient to require medical care (which can be documented), participation in a university sponsored event which requires the student’s absence from campus on the day of the exam, and similar reasons beyond the student’s control, will make-up provisions apply. Advise the instructor in advance of absences due to such matters. If a make-up examination is allowed, an alternative exam (both in terms of substance and format) will be administered on the last day of finals week. No student can make up more than one exam. In the event that a student misses more than one exam, a grade of zero will be assigned for the second missed exam. If a student is granted a make-up exam and misses the scheduled make-up exam, a grade of zero will be assigned for the missed exam.
Tentative Course Outline*

**Week 1 January 11**
*Topics*
Introductions and Course Overview  
*Readings:* None

**Week 2 January 18**
No Class: MLK Day

**Week 3 January 25**
*Topics*
Advancing Emergency Management through Disaster Science  
*Readings:* TBD

**Week 4 February 1**
*Topics*
The McDonaldization of Emergency Management  
*Readings:* TBD

**Week 5 February 8**
*Topics*
Risk, Disasters, and Resilience: (Re)Imagining the Role of Emergency Management  
*Readings:* TBD

**Week 6 February 15**
*Topics*
The Pitfalls and Possibilities of Technology in Emergency Management  
*Readings:* TBD

**Week 7 February 22**
***Exam 1***

**Week 8 March 1**
*Topics*
Demographics and the Changing Face of Emergency Management  
*Readings:* TBD

**Week 9 March 8**
*Topics*
Leadership and Ethics in Emergency Management  
*Readings:* TBD

**Week 10 March 15**
*Topics*
The Policy Landscape of Emergency Management  
*Readings:* TBD

**Week 11 March 22**
Privatization, Disasters, and Emergency Management  
*Readings:* TBD
Week 12 March 29
Topics
Creeping Crises and the Future of Emergency Management
Readings: TBD

Week 13 April 5
***Student Grant Proposal Due and Class Presentations***

Week 14 April 12
***Student Grant Proposal Reviews Due and Consensus Funding Exercise***

Week 15 April 19
Topics
Conclusions and Course Wrap-up
Readings: None

Week 16 April 26
***Final Exam***

* It is important to note that this course outline is tentative and may be changed by the instructor. In the event changes to the outline are made, students will be notified in class. It is important, therefore, that students attend class to learn about important changes.
## Important Dates

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Classes Begin</strong></td>
<td>Jan 11</td>
</tr>
<tr>
<td><strong>Last Day to Add a Class Section</strong> Registered &amp; Tuition and Fees Paid by 6 p.m.</td>
<td>Jan 15</td>
</tr>
<tr>
<td><strong>Census - Official Enrollment Determined</strong> Last day to drop a course section to no longer appear on the official transcript and to receive a full refund for the course section. <em>(Dropping courses may impact financial aid and degree completion. See advisors.)</em></td>
<td>Jan 25</td>
</tr>
<tr>
<td><strong>Drop with a Grade of W Begins</strong> Beginning this date students can drop a course with a grade of W. The course appears on the transcript with a grade of W and tuitions fees remain. <em>(Dropping courses may impact financial aid and degree completion. See advisors.)</em></td>
<td>Jan 26</td>
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<tr>
<td><strong>Last day to change to pass/no pass grade option (undergrads)</strong></td>
<td>Mar 12</td>
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<tr>
<td><strong>Midpoint of the semester</strong></td>
<td>Mar 6</td>
</tr>
<tr>
<td><strong>Last day for a student to drop a course or all courses with a grade of W</strong></td>
<td>April 2</td>
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<tr>
<td><strong>First day to request a grade of Incomplete</strong></td>
<td>Apr 3</td>
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<tr>
<td><strong>Pre-Finals Days</strong></td>
<td>Apr 21-22</td>
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<tr>
<td><strong>Last Regular Class Meeting</strong></td>
<td>April 22</td>
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<tr>
<td><strong>Reading Day - No Classes</strong></td>
<td>Apr 23</td>
</tr>
<tr>
<td><strong>Final Exams</strong></td>
<td>Apr 24-30</td>
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<tr>
<td><strong>Last Day Term</strong></td>
<td>May 1</td>
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RELEVANT POLICIES TO THIS COURSE

CHEATING AND PLAGIARISM
Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. UNT Policy 06.003 defines cheating as “the use of unauthorized assistance in an academic exercise” and plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent.” Cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and in accordance with the process outlined by the Office of Academic Integrity (http://facultysuccess.unt.edu/academic-integrity).

DISABILITY ACCOMMODATION
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

PORTABLE ELECTRONIC DEVICES IN THE CLASSROOM
When used appropriately, certain technologies, such as laptop computers, tablets, and smartphones, can enhance the university classroom experience. They also increasingly play a role in promoting campus safety by allowing students to receive severe weather alerts and other important risk information. However, when used inappropriately those same technologies can become a distraction to the individual user, other students, and the instructor. Thus, while students may use portable electronic devices for taking class notes, searching the web for class-related content and resources, and receiving risk warnings and alerts, they may not be used for conducting personal communications (e.g., texting and e-mailing), accessing social media, or any other non-academic purposes. In the event that a student’s use of portable electronic devices causes a distraction, he or she will first be asked to refrain from such use, and, if the problem persists, will be asked to leave the classroom.