

# Course Syllabus

Principles of Emergency Management

Spring 2022

EADP 3010.001

M 6:00 p.m. - 8:50 p.m.

Sage 354

Instructor: Julie Elliott

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## Course Overview

Disasters are occurring with greater frequency and more severity both in the United States and around the world. In recent years, we have seen numerous natural disasters, including earthquakes, tsunamis, and hurricanes; destructive technological disasters, including nuclear accidents, oil spills, and chemical plant explosions; and devastating human-induced tragedies, including terrorist attacks, riots, and school shootings. Faced with such diverse, challenging, and frightening threats, human societies must equip themselves to face the unexpected and cope with the consequences of large-scale catastrophes. The field of emergency management is aimed at doing just that.

## Course Description

Introduction to the theory, principles, phases and processes of emergency and disaster management. Topics include hazard, risk, vulnerability and comprehensive emergency management. Course also examines alternative career paths, the evolution of the field and its future outlook.

## Course Objectives

The primary objective of this course is to introduce students to the field of emergency management. Course material will facilitate that introduction by:

- Exploring the history of the profession of emergency management and the related field of disaster science.
- Introducing students to the all-hazards approach to emergency management and sensitizing them to the wide range of threats facing society today.
- Introducing students to the concept of comprehensive emergency management and the four phases of disasters: preparedness, response, recovery, and mitigation.
- Exploring future challenges and opportunities in the field of emergency management.

## Required Materials

- Phillips, Brenda D., David M. Neal, and Gary R. Webb. 2017. *Introduction to Emergency Management*, 2nd ed. Boca Raton, FL: CRC Press.
- **Additional readings will be uploaded to Canvas and notated on the syllabus.** To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content.

# How to Succeed in this Course

- **Show up.** Come to every class. All students are expected to attend every class period and participate in class discussion and activities. While in class, be engaged: take notes, ask questions, participate in activities. If you cannot be in class a particular week, please notify me before class.
- **Find support.** Meet with me during office hours. Office hours offer you an opportunity to ask for clarification or find support with understanding class material. My office hours are by appointment, but I encourage you to connect with me. Please reach out via email to set up an in person or virtual meeting. There are several other resources the university has made available to you to support your education. I strongly encourage you to utilize the Learning Center for tutoring or the visit the Writing Lab as you work on your paper for this course. You can learn more about the services available at [success.unt.edu](https://success.unt.edu). Consider forming a study group with other students in this class.
- **Be prepared.** Read all assigned readings prior to the start of class and be prepared to discuss concepts during class. Carefully read the syllabus to ensure you understand expectations for class, exams, and your paper.
- **Stay focused.** Every assignment, every project, every exam in college is preparing you for your future. Stay focused on your goals. Your hard work now will pay off.
- **Work hard, study hard.** Your course grade is based solely off three exams and one paper. Read all assigned readings. Study your notes diligently. When it comes time to work on your paper, set aside plenty of time to research your topic. Keep track of all your resources. Properly cite every source. Do NOT plagiarize. Carefully proofread and edit before submitting.

## Communication

If you have questions about this syllabus, course material, assignments, career preparation, or anything else related to this course (*and your question is not answered during our scheduled class time*), you are welcome to contact me via email ([Julie.Elliott@unt.edu](mailto:Julie.Elliott@unt.edu)). To help me communicate with you, please remember the following guidelines for class communication:

- All class-wide communication about this course will be sent through Canvas. I will be posting several announcements throughout the semester so **please check Canvas frequently!**
- Include “EADP 3010” in the subject line of any emails you send to me. I work full-time for the university as an emergency manager, so my inbox can become very full. Notating “EADP 3010” in the subject line helps me to respond quickly to your inquiry.
- Please note I strive to respond within 2 business days; if I do not respond within 2 days, I encourage you to send a follow-up message.
- Please craft all emails carefully and adhere to all conventional grammar and spelling rules.
- All communication should display a marked professionalism. I will not tolerate rudeness or disrespect directed toward myself or other students.

## ADA 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 Access (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, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Consider announcing in your class or putting in your syllabus how students can connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) to begin the registering process (<https://studentaffairs.unt.edu/office-disability-access>).

## Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil.

Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all learning together.

## Grading Policy

Student grades for this course will be based on each student's performance on three (3) major exams, each of which will test students' knowledge of material covered in the relevant section, and one (1) paper.

Course requirements and their relative weight for grading purposes are as follows:

Exam 1	25 points
Exam 2	25 points
Exam 3	25 points
<u>Disaster Analysis Paper</u>	<u>25 points</u>
<b>Total</b>	<b>100 points</b>

Your final grade will be calculated on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

## Exams

Each exam will contain 35 multiple choice questions, 1 short list question, and 1 essay question. The first exam will consist of all material from class discussions and required readings up to that point; the second exam will consist of material from class discussions and required readings covered after the first exam; and the third exam will consist of all material from class discussions and required readings that are covered after the second exam (i.e., the final exam is not "comprehensive" in nature).

When an exam period begins, no students will be allowed to leave the room until they have turned in their exam. If a student leaves the room during an exam period, they must turn in their exam (whether or not it is complete).

## Disaster Analysis Paper

Students will choose a disaster, research the event based on content learned from class, and provide a paper on the incident. Please reach out to me if you would like to discuss a potential topic. You will perform thorough research on the event using material covered in class, online resources (NOT Wikipedia), peer-reviewed journals, etc. You will synthesize your research into an 8-to-10-page paper (not including a title page or works cited page). The paper must cite at least two (2) sources from class and three (3) outside, academic sources for a

total of five (5) required sources (additional references are encouraged). A grading rubric and recommended outline will be uploaded to Canvas.

The paper should address the following questions using material from the class to guide the analysis:

- Why is the event a disaster?
- What entities were involved in the response?
- What did (or does) recovery look like in the impacted area?
- What mitigation or preparedness measures have been implemented since the disaster?
- What were some successes and challenges in the management of this disaster?

All information taken from another source **MUST** be cited. Please use American Psychological Association (APA) citation and format style. You can learn more about APA Style from the [Purdue Online Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style)([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style](https://owl.purdue.edu/owl/research_and_citation/apa_style)).

## Late Work

**Late work is not accepted.** Only in extenuating circumstances – such as family crisis, illness or injury sufficient to require medical care (which must 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. If there is an extenuating circumstance that will or may impact your ability to complete work in this class, please contact me via email ([Julie.Elliott@unt.edu](mailto:Julie.Elliott@unt.edu)) as soon as possible. In your email, please explain your situation in depth. I will consider your request to determine if make-up revisions may be provided. All requests will be considered on a case-by-case basis (and in accordance with UNT policy); I cannot guarantee approval of requests. Please read more about UNT authorized absences in UNT policy 06.039 Student Attendance and Authorized Absences.

## Attendance

Research has shown that students who attend class are more likely to be successful. Because we only meet once a week, every class meeting is essential to your success. Please be on-time for class. Being punctual indicates our respect for others. Arrive before class begins to find a seat, prepare your materials, and connect with your peers. The beginning of class is especially critical. Being late to class is sometimes inevitable. If you are late, know that you are welcome to join the class, but please do so without distracting others.

## Academic Dishonesty: Cheating and Plagiarism

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.” Both cheating and plagiarism are considered academic dishonesty and violations of UNT’s Academic Integrity Policy. **I take violations of this policy very seriously and will not tolerate cheating or plagiarism in my class.** Any cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and the process outlined by the Office of Academic Integrity.

NOTE: Students who use other people’s work without proper citation will be violating UNT’s Academic Integrity Policy. Keep this in mind as you work on your paper for this course.

Please read UNT’s Academic Integrity policy to support your academic success.

(<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss.

## Illness and COVID Protocols

It is important that you communicate with me prior to being absent, so you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform me ([Julie.Elliott@unt.edu](mailto:Julie.Elliott@unt.edu)) if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. If you test positive for COVID, please report your test result at [www.healthalerts.unt.edu](http://www.healthalerts.unt.edu). Please communicate with me throughout the process; **I will work with you as much as possible to ensure you receive course material (i.e. allowing you to Zoom into the course on a particular week) and are able to complete course objectives.**

## Campus Closures

Per UNT Policy 06.049, if campus is closed for any reason (such as inclement weather or another incident), you will receive an Eagle Alert. If you do not receive an Eagle Alert, class will be proceeding as scheduled (unless I've made an announcement otherwise via Canvas). We will not have class if the campus is closed. Please add the Eagle Alert contact information to your phone and pay close attention when you receive an alert from this system: The text message will come from 89361 and the call will come from 940-369-8097.

## Classroom Emergency Response

Immediately call 9-1-1 for any life-threatening emergency.

In the event we are notified to take shelter (e.g., we receive a Tornado Warning alert), we will immediately move to the designated Tornado Shelter Area in Sage Hall (the restrooms and interior hallways of the 1st floor, room 116, and room 167).

In the event we are notified to evacuate the building, we will take the nearest (and safest) exit and proceed to the grassy area north of the University Union. Persons with mobility impairments who are unable to safely exit the building should move to a designated Fire Refuge Area (the enclosed stairwells on the north and south side of the building) and await assistance from emergency responders.

I recommend you download the Mean Green Ready app, which contains emergency floor plans for every building on campus (including Sage Hall) and detailed emergency guidelines for the various types of emergency incidents you may encounter on campus.

## Food and Drink

Food is not permitted during class. You may have water, coffee, or other non-alcoholic beverages in class, but please be careful not to spill. Food can be eaten outside the classroom during the break.

# Tentative Course Outline\*

Week	Topics	Readings to have completed for class	Exams and assignments
<b>Week 1</b> MLK Day – University Closed	NO CLASS		
<b>Week 2</b> January 24th	<p>Introductions and Course Overview</p> <p>What is Emergency Management?</p> <p>Careers in Emergency Management</p>	Chapters 1 and 2	
<b>Week 3</b> January 31st	<p>History of Emergency Management in the United States</p> <p>Core Competencies of Emergency Managers</p> <p>Core Principles of Emergency Management</p>	<p>Chapter 3</p> <p>Feldmann-Jensen, S.; Jensen, S. J.; Smith, S. M.; &amp; Vigneaux, G. 2019. “The next generation core competencies for emergency management.” Journal of Emergency Management 17(1): 17-25.</p>	
<b>Week 4</b> February 7th	<p>Distinguishing between Emergencies, Disasters, and Catastrophes</p> <p>History of Disaster Science</p> <p>Methods of Disaster Research</p>	Chapter 4	
<b>Week 5</b> February 14th	<p>Public/Private Emergency Management and Partnerships</p> <p>Exam Review</p>	Chapter 10	

<b>Week 6</b> February 21st			Exam 1 - to be taken during class period
<b>Week 7</b> February 28th	Preparedness	Chapter 5 Assigned Preparedness Campaign Websites - links provided in Canvas	
<b>Week 8</b> March 7th	Planning	Chapter 6 Perry, R. W. & Lindell, M. K. 2004. "Preparedness for Emergency Response: Guidelines for the Emergency Planning Process" Disasters.	
<b>Week 9</b> March 14 <sup>th</sup> : Spring Break – No Class			
<b>Week 10</b> March 21st	Response Exam Review	Chapter 7 Quarantelli, E. L. 1996. "Ten Criteria for Evaluating the Management of Community Disasters." Disasters 21(1): 39-56.	
<b>Week 11</b> March 28th			Exam 2 - to be taken during class period
<b>Week 12</b> April 4th	Recovery	Chapter 8 Quarantelli, E. L. 1999. The Disaster Recovery Process: What We Do and Do Not Know from Research.	
<b>Week 13</b> April 11th	Mitigation	Chapter 9	
<b>Week 14</b> April 18th	Resilience & Global Disaster Risk Reduction	Chapter 11	
<b>Week 15</b> April 25th	In-Class Tabletop Exercise		Disaster Analysis Paper - submit via Canvas by <b>5:00 PM</b> on 04/25/2022
<b>Week 16</b> May 2nd	Grand Challenges for Emergency Management in an Age of Catastrophe Advancing the Profession through Science: Bridging	Chapter 12	

	the Gap between Research and Practice  Exam Review		
<b>Week 17</b> May 9th	Final Exam		

\* It is important to note that this course outline is tentative and may be changed. 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.