

Methods in Emergency Management

Fall 2025

EADP 3020.001

M 2:00 p.m. - 4:50 p.m.

Location: Chilton Hall 240

Syllabus Last Updated: 8/14/2025

Instructor: Julie Elliott

Office Location: Chilton Hall 302G

Office Hours: Mondays 10:00 a.m. – 12:00 p.m. (or by appointment)

E-mail: Julie.Elliott@unt.edu

Teaching Assistant: Katherine McGee

Office Location: Chilton Hall 302B

Office Hour: Tuesdays, 2:00 p.m. - 3:00 p.m.

E-mail: KatherineMcGee2@my.unt.edu

Course Description

Survey of practical management methods in which students should be familiar upon entering the field of emergency management. The methods covered include basic risk and vulnerability assessment methodology, project management, grants management, data collection and basic analysis and survey design. This course is delivered in-person and is one regular academic semester in duration. We will meet for 15 class sessions, as notated on the syllabus schedule provided.

Course Objectives

By the end of the course, successful students will be able to:

- Demonstrate abilities in critical thinking and intellectual synthesis.
- Develop a comprehensive understanding of research methods in an interdisciplinary context.
- Be able to identify, integrate and critically interpret the relevant scholarly literature.
- Develop adequate presentation and dissemination skills for the proposal stage of a research project.
- Develop an awareness and sensitivity to ethical issues that may/will arise in the research process.

Required Materials

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.

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.
- **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 Mondays from 10:00 AM to 12:00 PM (or by appointment). I encourage you to drop by. Further, 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 www.success.unt.edu. Consider forming a study group with other students in this class.
- **Be prepared.** Read 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 assignments, exams, and activities.
- **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.

Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Communication Practices

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). 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! I recommend downloading the Canvas app to your phone and ensuring notifications are turned on.
- Include “EADP 3020” in the subject line of any emails you send to me.
- 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. A gentle nudge is always appreciated
- All communication should be professional. I will not tolerate rudeness or disrespect directed toward myself or other students.

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 may occur, 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.

Academic Integrity Expectations

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. Cheating and plagiarism will not be tolerated in this course. A student caught cheating or plagiarizing, or knowingly assisting, will receive a zero on the assignment and an “F” for the course. I also will report the student(s) to the Office of Academic Integrity for further review.

NOTE: Students who use other people’s work without proper citation will be violating UNT’s Academic Integrity Policy.

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.

Artificial Intelligence

AI software – such as ChatGPT – is a tool. Like any tool, it can be used effectively and make life and work easier, but it can also be very damaging when used inappropriately.

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted in this course, unless stated otherwise during class. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (<https://policy.unt.edu/policy/06-003>).

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 on the lowest level of the building.

In the event we are notified to evacuate the building, we will take the nearest (and safest) exit and proceed to Parking Lot 4, on the west side of the building. 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 Chilton Hall) and detailed emergency guidelines for the various types of emergency incidents you may encounter on campus.

Food and Drink

Neither food nor drink are permitted in this classroom. Food can be eaten outside the classroom during our periodic breaks.

Attendance

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

Because this course involves collaboration, participation is essential to learning. Each class will have a participation-based activity that will go toward your participation grade. Please be punctual to class and plan to be present until the scheduled ending time, as you must be present to receive participation credit. If you are concerned about your grade in this course because of missed participation opportunities, you will have the opportunity to complete the extra credit opportunities.

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. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Course Requirements/Schedule

Assessing Your Work

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

CITI Training	5 points	(5% of final grade)
Participation	15 points	(15% of final grade)
Project 1 (Survey Design Project)	15 points	(15% of final grade)
Midterm	25 points	(25% of final grade)
Project 2 (Practitioner Interview Project)	15 points	(15% of final grade)
<u>Final Exam</u>	<u>25 points</u>	<u>(25% of final grade)</u>
Total	100 points	
Possible Extra Credit	+5 points	

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

CITI Training

All students will complete the computer-based Social & Behavioral Research Investigators course offered through the CITI program. Instructions for accessing the training will be discussed in class and uploaded to the course Canvas page. **Students will upload the certificate of completion to Canvas by 2 p.m. on 9/8/2025.**

Participation

During most class periods, there will be activities that will count toward your participation grade. You must be present in class, and actively take part in activities, in order to earn points toward your participation grade. There are no make-up opportunities for participation activities. If you miss participation activities and are concerned about the impact to your grade, I recommend you complete the extra credit assignments offered in this course.

Exams

This course has two exams: a midterm and a final exam. The final exam is cumulative. 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 before finishing the exam, they must turn in an incomplete exam.

Projects

There are two projects in this course: a Survey Design Reflection Project and a Practitioner Interview Project.

For the survey design project, each student will write a literature review (8-10 scholarly sources) identifying a research gap and justifying a survey. In the paper, students will briefly discuss proposed population, sampling, and survey distribution. The students will then write survey questions, utilizing survey design guidance and best practices discussed in class. Specific expectations, a template, and grading criteria will be discussed in class and outlined on Canvas.

For the practitioner interview project, each student will interview an emergency management practitioner about their use of research methods in their job. I will be providing a baseline interview guide, but each student will be required to draft *at least* three (3) questions on their own –including a probe for each question – to include in the interview guide. Students will submit their proposed interview guide to Canvas three weeks before the final project is due, allowing an opportunity for us to give initial feedback.

Students may contact their own emergency management practitioner; however, I have constructed a list of emergency management practitioners from diverse sectors, backgrounds, and geographies who have willingly volunteered to be interviewed for this project. I will provide a sign-up sheet later in the semester so students can select who they wish to interview. Students should provide practitioners with at least five (5) business days for a response to their initial contact. Further, students should reach out no fewer than three (3) weeks before the assignment deadline to allow ample time to coordinate an interview.

The interview may be conducted in-person or via virtual platforms, such as Zoom. Students will record the interview and upload the audio recording as part of their final submission. Upon completing the interview, students will write a reflection and submit it via Canvas. Further, students will be expected to discuss their interview in class. Students will be graded on completion of the interview, quality and substance of the written reflection, and participation in in-class debrief activities. Specific expectations, a template for the reflection paper, and grading criteria will be discussed in class and outlined on Canvas.

Extra Credit

Students may each up to 5 points of extra credit by completing CONVERGE Training Modules (1 point per a completed module) or by attending a UNT Student Research Event (1 point per an attended event). To obtain credit for a CONVERGE Training Module, students will upload certificates of completion to Canvas to obtain credit. To obtain credit for attending a UNT Student Research Event, students will take a photo at the event and complete an attendance reflection sheet (provided via Canvas). **NOTE: Certificates or proof of attendance must be uploaded by or before the end of 12/1/2025.**

- You can learn more about the CONVERGE Training Modules here: <https://converge.colorado.edu/resources/training-modules/>.
- You can learn more about the UNT Student Research Events available this semester here: <https://research.unt.edu/resources/student-research/student-research-events.html>.

NOTE: No additional extra credit opportunities will be provided.

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 for the exams and projects outlined in this course.

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) 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.

Tentative Course Outline

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.

Week 1 - 8/18/2025

- **Topics:**
 - Syllabus Review
 - Course Introduction
 - Research in Emergency Management & Disaster Science
- **Readings:** No Readings

Week 2 - 8/25/2025

- **Topics:**
 - Choosing a Research Topic
 - Accessing Key Data and Journal Articles
 - How to Perform a Literature Review
- **Readings:**
 - Domingue, S., & Wu, H. (2021). Identifying Credible Sources of Available Data—CONVERGE Extreme Events Research Check Sheets Series (Version 1).
 - Phillips, B. D., Neal, D. M., & Webb, G. R. (2012). Introduction to Emergency Management (1st ed.). CRC Press; (pp. 59-89).
- **DUE:** Syllabus Quiz (Complete via Canvas by 2 p.m.) – Contributes to participation grade

Week 3 - 9/1/2025 - NO CLASS (Labor Day)

Week 4 - 9/8/2025

- **Topics**
 - Ethics in Research
 - Institutional Review Board
 - Project Management
- **Readings:**
 - Phillips, B. D., Neal, D. M., & Webb, G. R. (2012). Introduction to Emergency Management (1st ed.). CRC Press; (pp. 90-93).
- **DUE:** CITI Training (Upload certificate to Canvas by 2 p.m.)

Week 5 - 9/15/2025

- **Topic:** Survey Design
- **Readings:**
 - Pew Research Center. (2025). Writing Survey Questions. <https://www.pewresearch.org/writing-survey-questions/>.

Week 6 - 9/22/2025

- **Topic:** Quantitative Methods and Analysis
- **Readings:** TBD

Week 7 - 9/29/2025

- **Topics:**
 - Quantitative Analysis Cont.
 - Risk/Vulnerability Analysis
 - Midterm Review
- **Readings:**
 - FEMA (2018). Threat and Hazard Identification and Risk Assessment (THIRA) and Stakeholder Preparedness Review (SPR) Guide. Comprehensive Preparedness Guide (CPG) 201. (3rd edition).
- **DUE:** Survey Design Reflection Project Due (Upload to Canvas by 2 p.m.)

Week 8 - 10/6/2025

- **Midterm Exam**

Week 9 - 10/13/2025

- **Topic:** Qualitative Methods (Observation)
- **Readings:**
 - Peek, L., & Austin, J. (2021). Social Science Methods: Observations—CONVERGE Extreme Events Research Check Sheets Series.

Week 10 - 10/20/2025

- **Topic:** Qualitative Methods (Interviews and Focus Groups)
- **Readings:**
 - Peek, L., & Fothergill, A. (2009). Using focus groups: Lessons from studying daycare centers, 9/11, and Hurricane Katrina. *Qualitative Research*, 9(1), 31–59. <https://doi.org/10.1177/1468794108098029>
 - Austin, J. (2021). Social Science Methods: In-Depth, Semi-Structured Interviews—CONVERGE Extreme Events Research Check Sheets Series.

Week 11 - 10/27/2025

- **Topic:** Qualitative Analysis
- **Readings:** TBD
- **DUE:** Part 1 of Practitioner Interview Project (Revised Interview Guide) Due (Submit via Canvas by 2 p.m.)

Week 12 - 11/3/2025

- **Topics:**
 - Fieldwork (Including Quick Response Fieldwork)
 - Research Tools
- **Readings:**
 - Peek, L., & Vickery, J. (2021). Social Science Methods: Tips for Writing Fieldnotes—CONVERGE Extreme Events Research Check Sheets Series (Version 1) [Dataset]. Designsafe-CI. <https://doi.org/10.17603/DS2-BNY7-6957>
 - Mukherji, A., Ganapati, N. E., & Rahill, G. (2014). Expecting the unexpected: Field research in post-disaster settings. *Natural Hazards*, 73(2), 805–828. <https://doi.org/10.1007/s11069-014-1105-8>

Week 13 - 11/10/2025

- **Topics:**
 - Mixed Methods
 - Interdisciplinary Collaborations and Considerations
- **Reading:**
 - Davidson, R. A. (2015). Integrating disciplinary contributions to achieve community resilience to natural disasters. *Civil Engineering and Environmental Systems*, 32(1–2), 55–67.

Week 14 - 11/17/2025

- **Topics:**
 - Data Visualization
 - Geographic Information Systems Overview
- **Readings:** TBD
- **DUE:** Part 2 of Practitioner Interview Project Due (Submit via Canvas by 2 p.m.)

11/24/2024 - FALL BREAK (Happy Thanksgiving!)

Week 15 - 12/1/2025

- **Topics:**
 - Course Review / Final Exam Review
 - Special Topic(s) – TBD
- **DUE:** Extra credit submissions due (Submit via Canvas by 11:59 p.m.)

Week 16 - 12/8/2025

- **FINAL EXAM:** 1:30 p.m. – 3:30 p.m.
- **NOTE THE TIME!**