

BOR 4330

DISASTER PREPAREDNESS & EMERGENCY PLANNING

Eight Week Undergraduate Online Course

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Course Syllabus and Policy Requirement Statement

Overview:

The terrorist attacks of September 11, 2001, brought about dramatic change to the management of disasters and emergencies. Less than four years later, with the profound failure of nearly all governmental levels of emergency response to Hurricane Katrina, much debate arose to question the efficacy of any national system of emergency management. Much earlier, during the Cold War, nearly every community had developed plans for disaster preparedness. At that time, much of the effort was in defense of nuclear war and nuclear fallout. However, large-scale natural disasters led to the ad hoc legislation to manage an organized response to the disasters, and to assist affected areas through disaster relief.

This course will begin with a discussion of how the current preparedness and mitigation functions have evolved within the Federal Emergency Management Association, and how emergencies and disasters have influenced the social, legislative, and political milieu within the United States. The reading material and textbook will highlight the risk management and vulnerability assessment necessary for our communities, as well as the need to prevent, mitigate, respond, and recover from emergencies and disasters.

This course is designed to provide the student with a comprehensive understanding of emergency planning and disaster management. In addition to an overview of the evolution of emergency management within the U.S., we will look at global issues and international emergency management. Through additional readings and reviews of case studies, we will examine natural and man-made disasters and emergencies. The student is expected to explore the depth and breadth of disaster preparedness and emergency management and to critically assess the achievements of national and international efforts.

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Textbook

Introduction to Emergency Management, 6th ed.

Authors: George D. Haddow, Jane A. Bullock, and Damon P. Coppola

Publisher: Elsevier, Inc

Year: 2017

ISBN: 978-0128030646 hardback

*An E-book version of this textbook is not available through the ASU library currently. However, there are different options to purchase or rent this version of this book online: [Course Materials Results Page \(bkstr.com\)](#).

Unless otherwise specified in a specific lesson or module, all reading assignments refer to the chapters and pages of these textbooks and assigned published articles. Other readings or media may be assigned by the instructor as part of the course completion. Additional and optional readings will serve to address interests developed by the student for their academic advancement.

Course Objectives

Objective One: To become familiar with definitions and terms used within the disciplines of disaster preparedness and emergency management

Objective Two: To gain an understanding of the scope and extent to which natural and man-made disasters and emergencies have influenced legislation, as well as the social and political environment

Objective Three: To comprehend the difficulty and complexity in collaboration between FEMA and state and local governments and non-governmental organizations

Objective Four: To understand planning, mitigation, in-crisis decision making, evacuation, response, and recovery within the leadership during an event

Objective Five: To illustrate knowledge about case studies and how to develop viable plans and appropriately consider management options for disaster planning and emergency management

Learning Outcomes

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured objectively and subjectively. Upon completion of the course, each student should successfully complete the following:

1. Effectively define and describe the terminology used within disaster planning and emergency management
2. Comprehend the scope, extent, and complexity of natural and man-made disasters and emergencies

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3. Understand the problems associated with government collaboration and assistance to state and local governments and non-governmental organizations
4. Discuss effective means to plan, mitigate, respond, and recover from disasters and emergencies, natural and man-made
5. Articulate the knowledge gained from a review of case studies of significant importance

Methods of Assessing the Outcomes

Student learning outcomes will be assessed through a combination of written assignments, online discussions, and active participation in the cohort assignment for this course.

Through the writing assignments, the student is expected to show an understanding of the depth and breadth of disaster planning and emergency management problems across the U.S. and throughout the globe, mainly stating how the planning and response efforts affect a community's economic, social, and political health.

A significant competency identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the briefing or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs, students are assigned writing projects of various lengths and complexities. Since the phenomenon of disaster preparedness and emergency management crosses disciplines, students of other social sciences, such as sociology, psychology, nursing, and social work, are active participants. Effective writing and critical thinking skills are necessary for a graduating student to succeed in the workplace and future employment.

Several writing exercises are assigned throughout the semester to measure the student's ability to analyze the cases and after-action reports critically. Specific knowledge on topics of importance to future courses in the Border Security program and the Criminal Justice program is measured using comprehensive exams. To measure the student's comprehensive understanding of the materials presented in this course, each writing assignment is meant to be comprehensive, inclusive of previous readings and class discussions.

Required readings are primarily taken from one textbook identified for this course. Additional and optional readings will add depth and breadth to the assigned readings and the student-led effort to submit well-researched papers.

Grading Policies

This course utilizes both subjective and objective grading to measure a student's comprehension of the materials.

Weekly Discussion

Participation in the weekly discussion topics is required. Student participation will be evaluated based upon "[What is a Quality Discussion](#)".

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Posts to the discussion board are expected to demonstrate a considerable understanding of the required readings and employ proper syntax, grammar, English, and punctuation. You will also be graded on your responses to other student postings, which must happen each week.

Discussion board participation accounts for 25% of your overall grade.

Due Date and Requirements: Discussion board initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.

Discussion forums will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. Click the link to download the PDF document:

[Discussion Rubric](#)

Writing Assignment #1 for 20% of your overall grade.

There is one writing assignment in addition to the final for this course. This paper accounts for 20% of your grade.

This paper is due by Saturday of Week 5 by 11:59 PM (CST)

Final Paper Writing Assignment #2 for 30% of your overall grade.

This course employs a final written paper.

Due Date and Requirements: The final written paper is due no later than Wednesday 11:59 PM (CST) of Week 8.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

Content

Lessons

This is an eight (8) week undergraduate course; therefore, it will be necessary for each student to keep up with the reading assignments to enable an informed and intelligent contribution to the discussion boards as part of the learning and interactive environment.

The final paper will be due on Wednesday, Week 8, at 11:59 pm. The paper should comport to the CMOS writing style and should be between four (4) and six (6) pages in length. The citations and references should not be more than three (3) years in print. However, some may exceed this publication time only to show a history of the specific section of the paper. Content of the paper should include demographics, primary industry, political system, economy, the scope or extent of the disaster planning or emergency management problem.

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Course Organization:

	Introduction and Course Overview
Lesson 1	Historical Context of Emergency Management Natural and Man-made Disasters and the Need for Risk Assessment and Preparation
Lesson 2	Risks, Vulnerabilities, and Hazards
Lesson 3	The Disciplines of Emergency Management: Mitigation The Disciplines of Emergency Management: Preparedness
Lesson 4	The Disciplines of Emergency Management: Communications The Disciplines of Emergency Management: Response
Lesson 5	The Disciplines of Emergency Management: Recovery International Disaster Management
Lesson 6	Emergency Management and the Terrorist Threat
Lesson 7	The Incident Command System
Lesson 8	The Future of Emergency Management and Disaster Planning

MODE OF INSTRUCTION, STUDENT PREPARATION and PARTICIPATION:

BOR 4330 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together, to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade. Final grades are composed as follows:

Grading Policy

Assignment	Percent of Grade	Due All times are in CST
Participation in the Discussion Board	25%	Week 2, 3, and 6. Discussion board initial posts are due by Friday 11:59PM (CST), and all discussions are completed by 11:59 PM (CST) Sundays.
ICS certificate	25%	Weeks 4 and 7 proof for FEMA classes are due 11:59 PM, Friday, of week 4 and 11:59 PM, Saturday, of week 7
Written Assignment #1	20%	Saturday of week 5 by 11:59 PM
Written Assignment #2 (Final)	30%	Wednesday of week 8 by 11:59 PM

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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = 59 % and below.

This course employs two written assignments. The written assignments account for 50% of the course grade. The written assignments are relevant to the topics and reading assignments preceding them. Each written assignment must be completed within the specified period (between two and four weeks). Each written assignment must comply with the CMOS with appropriate grammar and spelling, and writing mechanics. Citations must be provided.

Methods of Assessing the Outcomes

Students are required to complete FEMA ICS 100 and ICS 700 as a part of this course. Web Links are provided to allow students to access the online FEMA IS courses. This assignment is graded, and you get 100% if you take the test and upload it on time. The test is on the site, and you can take it as many times as needed. However, it is not the most straightforward test, so do not wait until the last minute to take it. As noted above, these certificates make up 25% of your final grade.

How to Submit Your Assignment:

Save your document in Word or convert to a pdf file (Acrobat or Word Image Writer). The document must meet the CMOS,

For more information on the Chicago Manual of Style (CMOS), 17th ed., please see the following:

[Chicago Manual of Style 17th Edition // Purdue Writing Lab](#) retrieved August 5, 2021.

See also: [General Format // Purdue Writing Lab](#) retrieved August 5, 2021, which includes the Chicago Style Citation Quick Guide.

Also see the Purdue Owl, [OWL // Purdue Writing Lab](#) retrieved August 5, 2021.

Warning:

Any PLAGIARISM will not be tolerated and can result in the failure of a course and dismissal from the University. Your two papers will be checked by SafeAssign that will check for plagiarism. Note, you have two attempts when you submit your papers. This will allow you to fix any issues with your paper before your final submission, which be the paper that you will be graded against.

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Administration

Communication

Students are expected to participate regularly through the course discussion forum. Students may receive occasional emails from the course instructor and are expected to respond promptly. Asynchronous communication (i.e., face-to-face or "real-time" communication is not required for this course. However, your professor is available for a phone conversation or email.

In this class, *everyone* brings something to the table. Your ideas and thoughts do count, not only to me but to the entire class. Feel free to ask questions either via e-mail or the discussion board. **Check the discussion board regularly.** Many student questions are applicable to the class, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may post your particular question on the discussion board and allow your classmates to provide the answer through their posts.

To some, this may be their first **online** class, and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate, resolve technical issues that may arise (if we have the expertise), and assist each other in finding answers to our questions.

Courtesy and Respect are essential ingredients to this course. We respect each other's opinions and always respect their point of view while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance). Those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

We will learn and work as a team.

Attendance

This is an **online** course, and attendance is not taken. However, failure to participate in the discussion board, communicate or respond to e-mails from the professor indicates something is wrong. Therefore, we have made a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.

Late Work

You must contact your professor before the assignment is due if you believe it will be late.

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Incompletes

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester, or the grade automatically becomes an "F." Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the typical course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

Add/Drop dates

Students may add this course up to the last Friday of the first week of class.

Students may drop this course up to the 6th day of the class or the last drop date as specified by the University Administration.

Office Hours:

Email anytime and phone conference by appointment. You may also communicate via text.

ASU Policy Statements

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall be based on disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

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Student absence for religious holidays

A student who intends to observe a religious holy day should know that intention in writing to the instructor before the absence. A student absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Title IX

The University prohibits discrimination based on sex, including pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination, including sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you wish to speak to someone about an incident in confidence, you may contact the *University Health Clinic and Counseling Center* at 325-942-2173 or the *ASU Crisis Helpline* at 325-486-6345.

For more information about Title IX in general, you may visit www.angelo.edu/title-ix.