

BOR6331:

Seminar in Emergency Planning

Course Description/Overview

This course is about Emergency Planning. As a Graduate Seminar the students will essentially determine the flow of the course through their participations in discussions and preparation of emergency plans that will be critically analyzed by their peers. The pre-requisite courses of BOR 6322 and 6330 have prepared you with a comprehensive understanding of the hazards of WMD, natural and man-made disasters, and the ability to critically analyze disaster responses. This will enhance your ability to develop a comprehensive emergency response plan to a disaster of your choice. The reading materials associated with this course have been selected to enhance your participation in the seminar as well as to expose you to the most recent advances in theoretical analysis of disasters, catastrophes and their potential for occurrence.

From the course catalog: “Effective emergency planning is the key to surviving natural and man-made disasters. Topics covered include threat identification and assessment, risk analysis, identification and protection of critical infrastructure, gathering and dissemination of intelligence, evaluation of open source intelligence, and utilization/manipulation of public media to enhance citizen response. A thorough understanding of chemical, biological, radiological and nuclear hazards is essential for this course. Knowledge of risk management and disaster management theory and a familiarization with FEMA response scenarios are necessary for students taking this course. Prerequisites: Border Security 6322 and Border Security 6330.”

Should a major natural or man-made disaster arise during this course the instructor may change the course direction to address an analysis of the emergency response to the ongoing disaster. Should that eventuality occur, official changes to the grading schema would be promulgated through the Blackboard LMS to all course participants.

Course Bibliography and Required Readings:

Lewis, T. (2011). *Bak's Sand Pile: Strategies for a Catastrophic World*. Williams, CA: Agile Press. ISBN: 978-0-9830745-0-2 (**NOTE:** this same text is utilized in the Border Security MS Degree Capstone Course. You may wish to retain your copy for future use.)
[Book Overview](#) with author Dr. Ted Lewis

Rubin, C. (Ed.) (2012). *Emergency Management: The American Experience 1900-2010*, 2nd ed. Boca Raton, FL: CRC Press. ISBN: 978-1-4665-175-0

Other readings are assigned each week and are provided to you in PDF or WORD format, or will link you directly to the web site of interest.

Prerequisites

Border Security 6322, 6330

Technical skills required for this course

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain [minimum requirements to operate Blackboard](#).

Time spent on this course

Students can expect to spend a minimum of nine (9) hours per week to complete all the readings and assignments. The lessons themselves take as long as the student will require for reading the materials and watching or listening to media presentations.

Goals, Objectives, and Outcomes

Course Objectives

Objectives focus on content and skills that are important withing the course. Objectives can be thought of as inputs into the course.

1. Students will demonstrate a comprehensive knowledge of theory and policy associated with Emergency Planning through development of a research paper or publishable policy memorandum.
2. Students will demonstrate critical reading and writing skills developed through the Border Security program in analysis of other student works as well as one of the assigned texts.

Grading Policies

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

Participation in the discussion topics is required. Initial posts to the discussion board are expected to demonstrate considerable understanding of the required readings, are to be at least 250 words in length, and should employ proper syntax, grammar, English, and punctuation. You will also be graded on your responses to other student postings.

This course employs four writing assignments and all are all due by 11:59 pm Sunday of the week due..

All written assignments:

- (1) Book Review due in Week #5 (A critical analysis of the development of Emergency Management from 1900-2010)
- (2) Topic submission due in Week #2 (Students prepare and submit a research topic proposal)
- (3) Paper—Disaster Response Plan due **Monday** of Week #7

Discussion Board assignments are due in Weeks #1, #2, #3, #4 and #8. :

- Original Post is due by 11:59 pm Thursdays
- Your two or more Peer Responses are due by 11:59 pm Sundays of your DB assignments.

Assignment	Points	Due Date
Discussion Questions	50 points each, 5 Discussion Boards=250 points	Throughout the semester
Major Paper—Disaster Response Plan		

• Topic for your Disaster Plan	10 points	2 nd week of class
• Paper—Disaster Response Plan	100 points	7 th week of class
Book Review	50 points	Due 5 week of class
Total Possible Points	410 points	

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 %
- F = 69 % and below.
- I = Incomplete

Assessment of student performance in this course is through a thesis analysis paper, discussion boards, and a Strategy Memo as the major paper.

Methods for Assessing the Outcomes

The purpose of the major paper is for you to demonstrate the ability to take the knowledge you have gained about WMD, disaster analysis, risk management, intelligence acquisition and dissemination, critical infrastructure and emergency management apply it in development of an Emergency Plan for a specific scenario that you select. This is not intended to be a thesis, but an emergency or disaster response plan that can be implemented in your business, agency, or local community for a specific vulnerability that you have identified. You should review existing Emergency Response plans with your LEPC so that you can model your paper after their existing format. This paper should be 5 to 8 pages, exclusive of the cover page, abstract, and references. It will be prepared either as an academic paper or a memorandum along the guidelines provided in the APA or Chicago writing style manuals. Feel free to ask your professor for assistance, clarification, or guidance at any time. More information will be provided in lesson 1.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at <http://www.chicagomanualofstyle.org>.

Final Week

Students are concurrently asked to complete end of course surveys and provide an end of program analysis.

Rubrics

Discussion forums and writing assignments 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. There are two rubrics. Click the link to download the PDF document:

[Discussion Rubric](#)

[Writing Assignment Rubric](#)

Course Outline

This is an eight (8) week course. As such, there is limited time to finish the assigned readings and associated projects. Please keep this in mind as you schedule your work. The assignments are completed in eight (8) lessons. Unless otherwise directed, you should complete one lesson each week.

Lesson One:

The course is laid out and the students and professor introduce themselves. Emergency Planning as a concept is discussed.

Lesson Two:

Students select and submit a research topic for their major paper. This week we discuss the evolution of the legal basis for emergency management from 1950 through 2001 and the escalating costs of disaster and emergency declarations.

Research Topic is Due on Sunday.

Lesson Three:

With the terrorist attacks of 9/11 the world of Emergency Response underwent a significant realignment at the national level. This would have a significant impact on how well federal agencies came to the aid of communities until another major change in organization and responsibilities occurred following Hurricane Katrina.

Lesson Four:

This week we shift modes and move into the theoretical approaches to disaster analysis. We begin with an introduction to power laws, how they relate to traditional statistical analyses, and how they can be used to determine probability of catastrophe as well as predict future catastrophic incidents.

Lesson Five:

This lesson takes NAT and expands its application to natural and man-made disasters that have recently occurred. Emphasis is placed on the development and vulnerabilities of networks to failure.

Book Review is Due on Sunday.

Lesson Six:

This lesson expands the student's understanding of SOC through a review of actual disasters that developed directly from man-made networks. Lévy Flights that brought about the development of these disasters are evaluated.

Lesson Seven:

In this lesson we address the future in light of Bak's Paradox. The impact of invention and innovation on

the development of solutions to power law based catastrophes is covered.

Major paper is Due on Monday.

Lesson Eight:

This week is the final week of the course. We ask you for feedback on the overall Emergency Management and Disaster Preparedness program as well as this course. Students complete their critical analysis of other student(s) Emergency Planning proposals.

Your Original Discussion Post is due by 11:59 pm Tuesday and your two or more Peer Responses are due by 11:59 pm Friday.

Administration

Participation & Communication

In this class *everyone*, brings something to the table. Your ideas and thoughts do count, not only to me, but 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 a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

Courtesy and Respect

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

Attendance

This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. Therefore, we have made both 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

Late work is not accepted unless there is a documented emergency such as in-patient hospitalization, death in the family, etc. Late work will only be accepted on a case-by-case basis and at the discretion of the instructor.

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 a "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 normal 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 **Friday of the first week of class**.

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

University Policies

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, on the basis of 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 the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and 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

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is 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.