

# **BOR 4330 DISASTER PREPAREDNESS & EMERGENCY PLANNING**

## **Eight Week Undergraduate On-line Course**

### **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.

#### **Textbook**

*Introduction to Emergency Management*, 4th ed.

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

Publisher: Elsevier, Inc

Year: 2011

ISBN: 978-1-85617-959-1 hardback

\*An E-book version of this textbook is available for FREE through the ASU library if you would like to avoid buying the hard copy version. However, the book is “read online” only, so you cannot download the entire book for reading off-line.

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
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, on-line 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 problem across the U.S. and throughout the globe, particularly stating how the planning and response efforts affect a community's economic, social, and political health. A major 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 critically analyze the cases and after action reports. Specific knowledge on topics of importance to future courses in the Border Security program as well as the Criminal Justice program is measured through the use of 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 to 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](#) ".

Posts to the discussion board are expected to demonstrate considerable understanding of the required readings, and should employ proper syntax, grammar, English, and punctuation. You will be required to make one initial post each week, of at least 250 words. You will also be required to reply to at least two classmates' posts each week, which must be at least 150 words. See the link above "What is a Quality Discussion" for details on how to write an effective initial post and respond to other who post replies to your initial post.

**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**

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 Sunday of week 5 by 11:59 PM (CST)

### **Final Paper Writing Assignment #2**

This course employs a final written paper, which accounts for 30% of your overall grade. This paper is due no later than Friday 11:59 PM (CST) of Week 8.

## **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 so as 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 Saturday, Week 8 at 10:00 pm. The paper should comport to APA style of writing, 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. Some may exceed this publication time; however, only for the purpose of showing 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.

### **Course Organization:**

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

### **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 completed by 11:59 PM (CST) Sundays.
ICS certificate	25%	Weeks 4 and 7 proof for FEMA classes are due 11:59 PM, Sunday, of week 4 and 11:59 PM, Sunday, of week 7
Written Assignment #1	20%	Sunday of week 5 by 11:59 PM
Written Assignment #2 (Final)	30%	Friday of week 8 by 11:59 PM

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 time period (between two and four weeks). Each written assignment must comply with the CMS 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 easiest test so don't wait until the last minute to take it.

### 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 APA citation style. For more information see:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### **Warning:**

Any PLAGIARISM will not be tolerated and can result in the failure of a course and dismissal from the University.

## **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 phone conversation or email.

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. 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; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.

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.

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, 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**

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

## **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 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**

## **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, 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](mailto: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.

**Title IX at Angelo State University**

The University prohibits discrimination based on sex, which includes 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](mailto:michelle.boone@angelo.edu)

**You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).**

If you are wishing 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](http://www.angelo.edu/title-ix).