CRJS 2483 Introduction to Emergency Management  
Spring 2018

Instructor: Dr. Camille Gibson  
Section # and CRN: P01 24148  
Office Location: Don Clark 358  
Office Phone: 936-261-5228  
Email Address: cgbibson@pvamu.edu  
Office Hours: MWF 9:00-10am; Noon-2:00 p.m.; other times by appointment.  
Mode of Instruction: Face To Face  
Course Location: Don Clark 240  
Class Days & Times: MWF 10-10:50 a.m.  
Catalog Description: This course presents the theories, principles, and approaches to managing both natural and man-made emergencies. The philosophy of Comprehensive Emergency Management will be discussed with the four attendant steps which include mitigation, preparedness, response, and recovery. An analysis of past disasters will be presented along with their impacts on policy formation leading up to the current FEMA all-hazards approach. The role, duties, and importance of the Emergency Manager will be discussed. Finally, legal issues involving emergency management will be presented.  
Prerequisites: None.  
Co-requisites: None.  
Note: Articles will be assigned as additional readings. Some of these are via Twitter: CB Gibson@gibson_cb  
FEMA Emergency Management Institute free online course materials at: http://www.training.fema.gov/EMIWeb/edu/completeCourses.asp  
Student Learning Outcomes: The goal of this course is to introduce students to the basic knowledge and skills that emergency managers need to be effective.  

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>describe the history and value of emergency management</td>
<td>1, 6</td>
</tr>
<tr>
<td>2</td>
<td>describe basic skills and training required for emergency management</td>
<td>1, 6</td>
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<tr>
<td>3</td>
<td>describe the prescribed effective approaches to addressing various emergencies</td>
<td>1, 6</td>
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<tr>
<td>4</td>
<td>describe emergency operations centers’ organization and functions</td>
<td>1, 6</td>
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</tbody>
</table>
Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Examination I</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>2) Examination II</td>
<td>25</td>
<td>25%</td>
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<tr>
<td>3) Examination III</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>4) Critique Paper</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>5) Project Presentation and Group Paper</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>6) EMI online course/s</td>
<td>05</td>
<td>05%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:
A = 100 – 90pts;
B = 89 – 80pts;
C = 79 – 70pts;
D = 69 – 60pts;
F = 59 pts or below

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement

Three exams (each worth 25% of the final grade)
[Critical thinking; communication; social responsibility]. Each exam will have approximately 40 questions (more, if cumulative). The questions will be a mixture of multiple choice, true/ false, short answer and short essay items. It is most ill-advised to miss any of the exams! Make-ups will be given ONLY in instances of a documented emergency (i.e. death of someone close, hospitalization of oneself or one’s child, or a spouse (near death), surprise work audit, etc.). Expect such tests to be more challenging than regularly scheduled exams.

Writing a critique paper. This is worth 10% of your final grade
[Critical thinking; communication; social responsibility]. The assignment will involve a demonstration of your ability to think critically about addressing hazards and responding to emergencies. Choose an emergency described in the media. The topic must be pre-approved by the instructor. The idea is that given your knowledge of emergency management, you assess the preparations before the emergency (if there were any) and then assess how well the response was to the emergency. Identify the emergency manager (or other responsible parties) and comment on their performance. The paper should be no more than 500 words or 2 pages, typed, double-spaced and in APA format per the 6th edition of the APA style manual. Papers are due March 9, 2018 by 10:00 a.m. in Word format electronically and hard copy:
The following must be submitted to receive credit: 1) a slip from the Writing Center in Hilliard Hall (or from a doctoral tutor; or other tutors on campus) showing that you visited for consultation on improving your writing, 2) a copy of the typed paper that you took to the lab/tutor 3) a typed copy of the corrected paper after your lab visit. * You may be required to upload this assignment into Taskstream. Late penalty = 3% points off of the final grade. **NOTE:** The Writing Center is short-staffed, so waiting until the last minute will not work.

Project. Submission (in writing) and presentation of a project on hazard identification, mitigation; risk assessment, impact analysis, and recovery. Details forthcoming. This [Critical thinking; communication; social responsibility]. Students will work in groups and produce one document. To avoid overlap, your plans should be pre-approved by the instructor. The group paper should have at least 3,000 words or 12 pages worth of text – typed, double spaced in APA style with diagrams, tables, photographs and references as appropriate.

Please note: The grade for this effort is a "group grade." Thus, if someone fails to pull his/her weight - first try to resolve this between you. If this fails, then notify the
is worth 10% of your final grade.

instructor at least a week before the presentation date. You should all be present for the presentation to the class.

**Professional attire** (that is, conservative clothing and appearance appropriate for an interview for a federal or county emergency management position - such as a dark colored suit) is required for the presentation.

These guidelines reflect the current conservative nature of the most desired positions in the criminal justice field as expressed by potential employers. The requirements are to make sure that students are aware of these standards. Attire is calculated into your presentation grade. You have been given this information prior to your presentation date. Therefore NO excuses about attire will be accepted!

For starters:

**Women:** Dark colored suits - blue, black, gray (skirts or pants); closed toe pumps; no chipped nail polish, nor nails that look like claws, no dangling earrings, no visible tattoos, no visible body piercings besides the ear, no gold tooth cap in the front of the mouth, skirts should not be shorter than the span of your arms, nor too tight; no cleavage, hairdo should be neat and not overly creative; minimize the number of accessories.

**Men:** Dark colored suit – navy or black preferred (no zoot suits); dress shoes and socks; dress pants (no khaki); white shirt (or other non-bright color shirt – without patterns and well coordinated with the choice of pants), and a tie; no earring(s); no visible tattoos; no visible body piercings; no gold tooth cap in the front of the mouth; hair and face neatly groomed (no braids; no pony tails; no flowing locks; no dreadlocks except with a religious excuse).

**EMI Independent Study**

online course/s (worth 5% of the final grade)

[critical thinking; social responsibility]: will vary according to group project. The courses are available free online at the FEMA Emergency Management Institute at: http://training.fema.gov/is/crslist.aspx

**Course Procedures or Additional Instructor Policies**

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Department Policy on Mobile Devices and Technology**

It is imperative that instructors be afforded reasonable authority to manage the classroom learning environment. An important component of management of the classroom environment is control of topic and pedagogical method. Empirical data shows that student use of mobile devices and other forms of technology that are not approved by the instructor for the educational endeavor of interest serve as distractors to student attention. When students attempt to divide their time between paying attention to the classroom topic and/or pedagogical method used by the instructor and the use of a mobile device, the student may miss important course content or details. Unsanctioned use of mobile devices or technology by a student may also serve as a substantial distraction to other students enrolled in the course.

It is the policy of the Department of Justice Studies that during examinations no mobile device or other form of technology be placed in the student's work area, visible by the student, or within an arm’s length reach of the student. The instructor of record may and is encouraged to further elaborate his or her own course-specific mobile device policies in writing in the course syllabus.

**NOTE:** Syllabi subject to change with advance notice.
Tardiness and absenteeism are NOT encouraged. A considerable amount of information will be covered each week. Of course, classes will begin on time. If for some reason you will be absent for more than one class during the semester, call the instructor to let her know. YOU are responsible for materials covered in any classes that you miss. The instructor will be available for clarification on lecture materials. Please see the latest version of the undergraduate handbook for the university attendance policy.

Late assignments are discouraged and may result in a grade penalty.

Expect no extra credit assignments. With instructor approval, attending a lecture on campus that has relevance to the course may earn you points toward the final grade (submit proof of attendance; that is, write a paragraph about what you learned).

Incompletes are rarely given. Please see the university handbook for the university policy on the assignment of “incomplete” grades. NOTE: Students who have a failing average in a course cannot receive an incomplete grade.

Academic misconduct: (e.g. plagiarism, cheating) [see Student Handbook] will not be tolerated!!! Anyone caught engaging in any such activities – FAILS the course!!! Having an electronic device powered on during a closed book examination will result in an assumption of cheating, a grade of “F” in the course and, a referral to the Office of Student Conduct. Criminal Justice demands persons of impeccable integrity.

* If you encounter problems in meeting any of these requirements, do not hesitate to utilize my office hours.

Submission of Assignments:
Written assignments should be typed, double-spaced and in APA format per the 6th edition of the manual. Assignments are due as indicated. They may be required to also be submitted electronically into an electronic program – to be announced. Late penalty = 3% points off of the final grade.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.
Semester Calendar

Week One: **Jan 17 & 19:** Review of the syllabus; introduction, function and evolution of emergency management; comprehensive emergency management framework/philosophy; mitigation, preparedness, response, and recovery.

Readings: Chapter 1
Assignment (s): Get and begin reading your textbook; think about your group project interest.

Week Two: **Jan. 22, 24 & 26:** Leadership and team-building; training, educating superiors, continuity planning; organizing and planning in emergency management; assessing vulnerabilities.

Readings: Chapter 2
Assignment (s): Secure contact information for your group members on the project.

Week Three: **Jan. 29, 31 & Feb. 2:** Management: Being able to organize, supervise and communicate with different audiences effectively; the demographics, capabilities and resource management within the jurisdiction or organization; developing a plan.

Readings: Chapter 3
Assignment (s): Assignment: An abstract and an outline of the project is due (hard copy) **Feb. 2.**

Week Four: **Feb. 5, 7 & 9:** Networking and coordination; navigating politics, bureaucracies and social contexts effectively; responding to human crises; responder safety

Readings: Chapter 4
Assignment (s): Work on the group project and the reaction paper.

Week Five: **Feb. 12 Examination I**

*No class - Feb. 14 & 16 - FEMA online course lab days for your project, plus group project meetings*

Readings: Chapter 5
Assignment (s): Work on the group project and the reaction paper.

Week Six: **Feb. 19, 21 & 23:** Laws; emergency management: Hazard identification, mitigation, risk assessment, impact analysis, recovery: Earthquakes and volcanoes

Readings: Chapter 6
Assignment (s): By now your reaction paper should have been reviewed by a writing tutor. **Feb. 23:** Group 1 Presentation: Earthquakes & Volcanoes

Week Seven: **Feb. 26, 28 & Mar. 2:** Stress management; emergency management: Hazard identification, mitigation; risk assessment, impact analysis, recovery: Hurricanes and floods; addressing stress.

Readings: Chapter 7
Assignment (s): **Feb. 28:** Group 2 Presentation: Hurricanes and floods
**Mar. 2:** Group 3 Presentation: Tornadoes

Week Eight: **Mar. 5, 7 & 9:** Developing the emergency plan; emergency management: hazard identification, mitigation; risk assessment, impact analysis, recovery: Tornadoes and wildfires

Readings: Chapter 8
Assignment (s): **Mar. 7:** Group 4 Presentation: Wildfires
**Critique papers due: March 9th.**

Week Nine: **March 13-16, No classes - Spring Break.**
Week Ten: Mar. 19, 21 & 23: Developing an exercise program. Hazard identification, mitigation; risk assessment, impact analysis, recovery: Hazardous materials incidents

March 21: Examination II

Readings: Chapter 8
Assignment (s): Mar. 19: Group 5 Presentation: Hazardous materials.

Work on projects and any paper re-writes that are necessary.

Week Eleven: Mar. 26, 28 & 30: (No classes - March 28 - Honors Convocation; March 30 - Good Friday) Exercise programs; emergency management: Hazard identification, mitigation; risk assessment, impact analysis, recovery: Air disasters

Readings: Chapter 9
Assignment (s): Work on projects and any paper re-writes that are necessary.

Week Twelve: April 2, 4 & 6: EOC management operations; planning, training, exercising and data collection: structural failures

Readings: Chapter 10
Assignment (s): April 6: Group 6 Presentation: Air disasters.

Work on projects and any paper re-writes that are necessary.

Week Thirteen: April 9, 11 & 13: Managing disaster response operations; Emergency Operations Center operations; crisis communications; emergency management: Hazard identification, mitigation; risk assessment, impact analysis, recovery: Public health emergencies

Readings: Chapter 11
Assignment (s): April 13: Group 7 Presentation: Public health emergencies.

Week Fourteen: April 16, 18 & 20: Recovery and continuity after disaster; managing volunteers and the media.

Readings: Chapter 12; see appendices.
Assignment (s): Finish any late work.


Readings: Chapter 13
Assignment (s): Study for the final examination.

Week Sixteen: Monday April 30: Review for the final examination.

Final: Monday, May 7 at 9:00 a.m.
Student Support and Success
John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.  
https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking online courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories,
awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.
Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

• Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
• High speed Internet access
• 8 GB Memory
• Hard drive with 320 GB storage space
• 15” monitor, 800x600, color or 16 bit
• Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283.

Communication Expectations and Standards:

E-mails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent e-mails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.