

Principles and Practices of Emergency Management

COURSE NUMBER: EXT 370

QUARTER/YEAR: Winter 2008

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NOTE: This course is entirely web-based, meaning that we will only 'meet' and interact at the website:

<http://courses.wwu.edu/>

Welcome... to the on-line Blackboard classroom for **EXT 370 – Principles and Practices of Emergency Management**. This course is a web-based class. For information about registering and 'logging on' to this course, or to find out more about other courses in the program, contact the office of Extended Education and Summer Programs at (360) 650-3650.

This course is worth 4 credits, and you should expect to devote about 2-3 hours per credit each week to reading, completing assignments, and participating on-line. The on-line format is designed to allow greater flexibility among the schedules of all participants. There is **definitely not** less work or time commitment, but we can all interact without needing to be in the same physical space at the same time each week.

Principles and Practices of Emergency Management

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Course Description: An introduction to society's organized response to natural and technological hazards and disasters. Explore the history and evolution of the profession and investigate the organization of emergency management systems in public and private sectors.

Learning Objective:

1. To provide a basic foundation for the student's further study of emergency management.

Knowledge, Skills, and Abilities Acquired:

1. Knowledge of the historical foundations and evolution of emergency management in the United States.
2. Understanding of the basic concepts of risk assessment and sustainable development.
3. Ability to integrate the four phases of emergency management into business, government, and non-profit organizations.
4. Understanding of all-hazards emergency management, including natural disasters and manmade hazards.
5. Ability to communicate basic hazard and crisis communication materials to a wide variety of audiences.
6. Knowledge of the future of emergency management
7. Ability to locate and identify potential emergency management related job opportunities
8. The ability to conduct emergency management related research and knowledge of where emergency management related scholarly material may be located.

Outcomes Measured By:

1. Ability of student to discuss current emergency management topics with fellow learners, course instructors, and industry professionals
2. Ability of student to research and write a scholarly paper on an emergency management topic.
3. Ability of student to discuss historical disaster events with fellow learners, course instructors, and industry professionals.
4. Demonstration by student of learned knowledge through weekly quizzes and comprehensive final examination.

Required Text and Materials:

- George D. Haddow and Jane A Bullock: Introduction to Emergency Management. 2005. ISBN: 0750679611
- Dennis S. Mileti: Disasters by Design- A Reassessment of Natural Hazards in the United States. 1999. ISBN: 0309063604.
- Ted Steinberg: Acts of God: The Unnatural History of Natural Disaster in America, second edition. 2006. ISBN: 0195309685

Additional Reading: Several additional readings are assigned for this course, in the form of journal articles, websites and other materials. All are available via direct download, and links will be provided on the Blackboard course website.

Course Format: This course is designed exclusively for Internet delivery. As such, it is formatted in a way that best facilitates student learning. Weekly discussion questions, combined with reading assignments, individual research activities, quizzes, and a final cumulative project and exam enable students to fully examine the course materials.

Student Requirements: Students are required to maintain active participation in this course by participating in weekly discussion board assignments as well as by meeting project deadlines. Students are expected to communicate effectively with the instructor as well. Nearly any problem can be solved, as long as it is brought to the attention of the instructor in a timely manner. If you are having difficulty in the course, are confused about something, or just need clarification, please let the instructor know right away. It's easy to fall behind in a course such as this, so your instructor will try to do whatever is necessary to help you keep up.

Readings and weekly writing assignments: See course overview below for specific assignments. Weekly assignment policies are as follows:

- Weekly discussion questions will be due by the last day of every week (Sunday) and can be found in the weekly learning modules as part of the discussion board, as well as in this syllabus.
- **You are expected to participate fully in each week's discussion, by posting an original entry of at least 100 words and responding to at least two other student's posts with at least 30 words each.**
- You will also be expected to participate in an ongoing discussion regarding the Steinberg book for the first half of the course. No specific number of posts is required, but you must post something every week. The point is to discuss the book and your reactions to it. This is a discussion based on your opinions, so take advantage of it.
- Weekly quizzes will be provided to test your knowledge and comprehension of the reading material.
- You are expected to write at a collegiate level, using proper grammar and spelling. Read the document entitled "Miller's rules for writing" for tips on making your writing great.
- These are pass/fail assignments. If you complete the assignment as specified and post it on-time, you receive full credit. If you post it late or incomplete, you receive partial credit. Weekly

assignments will only be accepted up to 3 days after the Sunday deadline (that's Wednesday of each week). After that time, the discussion boards will be "locked" and no further posts will be accepted on the topic.

- Students are encouraged to watch for current events that relate to emergency management and post relevant material on the discussion board in the designated thread. Up to 3 points of extra credit may be given for this!

Writing Guidelines: All papers submitted must include a title page (with your name), utilize page numbers, have 1" margins, use 12 point Times or Times Roman font, and be double spaced. Please see the "Rules for Writing" document available in course documents on Blackboard for helpful tips and overall expectations.

Steinberg Essay: This essay should be approximately 3 pages in length. It should discuss the relevance of the Steinberg work to emergency management and current events. Discuss your personal reactions to the book, as well as how you think it might impact your own work in emergency management. This paper is due via the Assignment Manager in Module 6 by midnight on **February 10**.

Course Project: Each student will be required to write an 8-10 page paper regarding an emergency management topic listed in Mileti's book. The list of potential topics is quite long and can be found in Appendix A of the book. Your proposed topic is due for approval by **January 27** and must be submitted via the Assignment Manager in Module 4. Your proposal should include 5 scholarly references that you intend to use in your final paper. The final project will be due on **March 2** and must be submitted via the Assignment Manager in Module 9. You are expected to utilize at least 10 scholarly references (meaning they are full length articles appearing in peer reviewed journals) in your paper. You will need to make use of WWU's library services to complete this project, which are available online at <http://www.library.wvu.edu/>. Choose "Extended Ed. Students" from the dropdown menu to find resources (including a librarian) dedicated specifically for distance education students.

Late papers: Late papers will be subject to an automatic 10% grade reduction unless arrangements are made beforehand with the instructor or extenuating circumstances exist. A very narrow definition of extenuating circumstances will be used however, so don't turn your paper in late and assume your excuse will be accepted.

Grading:

Discussion Board Posts	30%
Steinberg Discussion	5%
Steinberg Essay	10%
Weekly Quiz	10%
Final Project	30%
Final Exam	15%

Total	100%

Grading Guidelines:

95 - 100 = A

93 - 94 = A-

90 - 92 = B+

87 - 89 = B

85 - 86 = B-

82 - 84 = C+

79 - 81 = C

77 - 78 = C-

74 - 76 = D+

71 - 73 = D

69 - 70 = D-

68 = F

Course Evaluation:

WWU Extension Services has established a policy that all courses and instructors are evaluated quarterly. To facilitate this process, WWU Testing Center has developed a secure website on which this evaluation takes place. The evaluation document used speaks specifically to the on-line educational process and experience. You will be provided with a URL for the course evaluation near the end of the term.

WWU Testing Center compiles the evaluation information and disseminates the report after grades have been submitted. Your participation in this evaluation process is strongly encouraged and your identity will not be given to your instructor.

Incompletes:

A grade of K (incomplete) may be assigned only upon request of the student and agreement of the course instructor.

To receive a K (incomplete) you must obtain a contract form from the instructor and negotiate a formal agreement with the course instructor specifying the work done and the remaining work needed to complete the course and earn a grade.

You are encouraged to complete the work agreed upon during the next quarter. If a final grade has not been submitted after one year, the K automatically reverts to a failing grade (Z).

For additional information regarding incompletes, please see the official university bulletin.

Course Schedule: * NOTE: 'tentative' schedule – subject to revision with advance notice

HB = Haddow and Bullock: Introduction to Emergency Management

Mileti = Mileti: Disasters by Design

Steinberg = Steinberg: Acts of God

All other readings will be link from the corresponding learning module in Blackboard.

Module	Dates	Topic	Reading	Discussion Question and Assignments
1	1/8 – 1/13	Introduction and Expectations	Syllabus, handouts. Steinberg 1.	1) Post your introduction on the discussion board. Include where you live, what you do for a living, previous educational background, and anything else you would like to share. Also state your goals and expectations for this course. 2) Respond to posts of other students. 3) Participate in Steinberg discussion.
2	1/8 – 1/13	History	HB 1, Mileti Summary, Steinberg 2 & 3	1) Indicate what you believe to be the most significant event in the history of emergency management. This can be a disaster, a piece of legislation, or some other defining moment. List the impacts and outcomes of the event and defend your answer. 2) Respond to posts of other students, indicating your agreement or disagreement with their choices and give your reasons. 3) Participate in Steinberg discussion.
3	1/14 – 1/20	Risk Assessment and Sustainability	HB 2, Mileti 1, Mileti 4, Steinberg 4 & 5	1) Indicate what you believe poses the greatest risk to your community. Give your reasoning. 2) Respond to posts of other students. 3) Participate in Steinberg discussion.
4	1/21 – 1/27	Mitigation	HB 3, Mileti 2, Mileti 6, Steinberg 6 & 7	1) Examine your community for evidence of mitigation activities. Are they sufficient for the threats faced by your community? Why or why not? 2) Respond to posts of other students. 3) Participate in Steinberg discussion. 4) Submit final topic proposal.
5	1/28 – 2/3	Preparedness	HB 6, Mileti 7, Steinberg 8 & Epilogue	1) Describe your own personal preparedness activities. Share something unique that could be incorporated in a community-wide preparedness plan. 2) Respond to posts of other students. 3) Participate in Steinberg discussion.
6	2/4 – 2/10	Response	HB 4, NRP, NIMS	1) Describe the response system in your community. Identify how it relates to the NRP and NIMS. 2) Respond to posts of other students. 3) Submit Steinberg Essay.
7	2/11 – 2/17	Recovery	HB 5, Mileti 3	1) Explain whether you think there is a difference in recovering from emergencies, disasters, and catastrophes. Give your reasoning. 2) Respond to posts of other students. 3) Begin work on final paper.

8	2/18 – 2/24	Manmade Hazards	HB 9, Evan and Manion 1 & 5 (in handouts)	1) What manmade hazard is most likely to affect your community? What manmade hazard would have the most significant impact on your community if it occurred? Are they the same? If they are not the same, explain how emergency planners should decide where to focus their efforts. 2) Respond to posts of other students. 3) Continue work on final paper.
9	2/25 – 3/2	Communication	HB 7, Mileti 5	1) Explain the positive and negative impacts that mass communication can have on an incident. Provide current examples of each (positive and negative) including web links. 2) Respond to posts of other students. 3) Submit final paper.
10	3/3 – 3/9	The Future	HB 10, Mileti 8 & 9	1) Indicate what you feel to be the most pressing concern facing emergency management in the near future. Explain your reasoning. 2) Respond to posts of other students.
11	3/10 – 3/16	Wrap Up	HB 8, Mileti Appendix C	1) Discuss the most important things you have learned this term. Explain whether your goals and expectations were met. 2) Respond to posts of other students. 3) Complete final exam. 4) Complete course evaluation.

ACADEMIC DISHONESTY POLICY AND PROCEDURE

1. Policy

Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning. Without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or thoughts of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred.

2. Academic Dishonesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. Academic dishonesty compromises the instructor's ability to fairly evaluate a student's work or achievement. **It includes, but is not limited to, the following:**

- (a) Giving unauthorized information to another student or receiving unauthorized information from another student during any type of assignment or test.
- (b) Obtaining or providing without authorization questions or answers prior to the time of an assignment or test.
- (c) Using unauthorized sources for answers during any assignment or test.
- (d) Asking or arranging for another person to complete an assignment or take a test in one's place.
- (e) Giving or receiving answers by use of signals during a test.
- (f) Altering answers on a scored test and submitting it for a higher grade.
- (g) Collaborating with others in a required assignment without the approval of the instructor.
- (h) Stealing class assignments or portions of assignments, including electronic files, and submitting them as one's own.
- (i) Not crediting participants for their part in a group project or claiming credit for work not done on a group project.
- (j) Plagiarism, which is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgment. Examples include, but are not limited to:
 - (1) Using another person's written or spoken words without complete and proper citation.
 - (2) Using information from a World Wide Web site, CD-ROM or other electronic source without complete and proper citation.
 - (3) Using statistics, graphs, charts and facts without acknowledging their source.
 - (4) Submitting a paper purchased from a term-paper service.
 - (5) Paraphrasing, which is imitating someone else's argument using other words without acknowledging the source.
 - (6) Claiming credit for someone else's artistic work, such as a drawing, script, musical composition or arrangement.
 - (7) Using someone else's lab report as a source of data or results.
 - (8) Using one's own or substantially similar work, produced in connection with one course, to fulfill a requirement in another course without prior permission. A student may use the same or

substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved.

3. Procedures

(a) An instructor suspecting an act of academic dishonesty shall discuss the matter thoroughly with the student involved.

Arrangements for this discussion shall be made by the instructor within ten (10) class days after discovering the alleged violation. In the event the student is absent from campus, the instructor shall attempt to contact the student in writing at the most recent permanent address available in the Office of the Registrar. If the incident occurs at the end of a quarter, the instructor within ten (10) class days of the beginning of the following quarter or within a reasonable time thereafter the instructor shall arrange to discuss the matter with the student.

Should the instructor be unable to contact the student to discuss the incident in question before final grades are due, the instructor shall submit a grade of X with a note to the registrar. The registrar shall in turn inform the student of his/her responsibility to contact the instructor and refer the student to the section of the General Catalog addressing "Student Rights and Responsibilities." Should the student not respond to the faculty member or respective department chairperson by the 10th day of the next academic quarter, not including summer, the grade will be changed to an F.

During the discussion between the instructor and student, the student may be asked to explain his or her thought process and the sources of information, ideas, data, or calculations presented in the work under dispute. Failure to give an adequate explanation can influence the instructor's decision.

Following this discussion, the instructor shall determine whether or not an act of academic dishonesty has occurred, and if so, whether it is a minor or major violation. If in the instructor's judgment there has been a minor violation, in which the offenses are either purely technical in nature or the instructor does not perceive an intent to deceive and/or achieve an academic advantage, the instructor shall, according to his or her professional judgment, proceed in one or more of the following ways:

- Explain or clarify the standards of the assignment and ask the student to redo it.
- Issue the student a written warning and give the student a zero on the assignment in question.

If in the instructor's judgment there has been a major violation, in which the offenses include a substantial misrepresentation and/or apparent intent to deceive and gain an academic advantage, the instructor shall assign a grade of F for the course and notify the Vice President for Academic Affairs and the Registrar. The instructor should write a brief account summarizing the evidence for the finding of a major violation. This should be sent to the Registrar with copies to the department chair and the student. A record of the violation is maintained in the Office of the Vice President for Academic Affairs and the Office of the Registrar. Repeated acts of academic dishonesty shall make a student subject to disciplinary action – including possible dismissal – through the "Student Rights and Responsibilities Code," available from the Office of Student Life.

No student shall be allowed to withdraw from a course or from the University to avoid receiving a failing grade based upon academic dishonesty.

(b) Appeal: A student who receives an "F" grade for academic dishonesty and who feels wrongly accused by an instructor may appeal to the dean of the school or college involved. The appeal must be lodged within ten (10) class days of receiving notice of the instructor's decision, and if not, any right of appeal is deemed waived. The dean shall make a decision based on the merits of the case.

The reasons for the decision shall be in writing and shall be given to both the student and the instructor within ten (10) class days of receiving the appeal.

Either side may appeal a decision of the dean to the Student Academic Grievance Board and from the Board to the Vice President for Academic Affairs, whose decision is final. Procedures followed shall be those provided in the "Student Academic Grievance Policy and Procedures" (Section B, Appeal to the Board), which is printed in Appendix F of the University's General Catalog.

Reprinted from Western Washington University's General Catalog.

Grade reports: WWU does not mail grade reports to students at the end of the quarter. You will need your WWU Student ID # to access this information from WWU's website. It begins with a W and is followed by eight numbers; i.e., W12345678. This number is the only way to access your records at Western Washington University

If you do not know your WWU Student ID #, please call the Registrar's Office at 360-650-3432. They will ask you for your name, including middle initial; social security #, and birth date to look up your WWU ID#.

To view your academic record on the web:

- Work prior to Fall 1984 will not be on the Web.
- Use mouse to move from field to field, **not** Enter/Return (this will automatically exit)
 1. Go to www.wwu.edu/web4u
 2. Enter WWU ID#, (make sure W is capitalized), e.g. W12345678
 3. Enter six digit PIN, which is one of the following: the first six digits of your Social Security # . Or if you are a Canadian Citizen your birth date in six digit format. If neither of these work call 360-650-3432. Instructions are available for changing your PIN see instructions under NOTE.
 4. Click on "Student Services & Financial Aid"
 5. Click on "Student Records"
 6. Click on "Academic History" If you have a money hold, you will not be able to view academic history and will need to view the "Final Grades" option. If you need a printed copy of your grades reflecting your name, the "Academic History: is the option you should choose.

NOTE: These records are for the student's use only. For use in employment or other academic institutions, these copies *will not* be accepted. i.e., WWU Placement Office will not accept these copies. Also note that there is an option to change pin. Instead of clicking on student "Student Records" click on the "Personal Information" option.

If you can not gain access to the web—use the following phone number. Dial 360 650-RSVP.

- 1) Choose 4—Grading information
- 2) Choose 1—Review Grades

- 3) Enter your student number—This is your nine-digit student number that begins with a W. Do not enter the W but rather the 8 numerical digits. Example: For student number W12345678, you would enter 12345678.
- 4) Enter personal identification number (pin). See clues about pins on number 3 above.
- 5) Select grading term. You will be prompted. Grades, quarter g.p.a, cumulative g.p.a. and academic standing will be relayed.

Note: Quarterly grades are posted once a quarter. Grades are not considered final until the Thursday after the end of the quarter. Instructors often make changes during grade entry.