

**WESTERN WASHINGTON UNIVERSITY
EMERGENCY MANAGEMENT CERTIFICATE
Practical Applications of Emergency Management (3 Credits)**

COURSE SYLLABUS (Part 1):

Instructor Contact Information:

Instructor:

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Class Schedule: Offered in Spring and Fall

Course Purpose: Study the principles and techniques involved in developing an emergency management plan for a public or private sector organization. Explore the processes involved in data gathering, hazard identification and vulnerability assessment, and plan development. As an on-going project during the course, students will apply what they are learning to prepare the first draft of an emergency management plan for an organization of their choice.

Course Description and Context: This course provides an introduction to the process of identifying the hazards that could affect an organization (a business, a community, a volunteer organization, a social service agency, etc.) and of creating an emergency management plan that will allow that organization to respond to and recover from the effect of those hazards. Earthquakes, tornadoes, volcanic eruptions, floods, drought, blizzards, fires, hurricanes, and hazardous materials spills are but a few of the hazards – both natural and manmade – that threaten communities and challenge those who are responsible for the lives, safety, and well-being of others. Business and industrial companies (that provide both material goods and livelihood for workers) must be able to restore their operations quickly after a disaster – if they don't, they may go out of business.

Since 9/11, the threat of terrorist attacks has added a layer of complexity to the emergency manager's task. This course does not address the issue of terrorism directly, except as another potential threat to a community or an organization for which the emergency manager must plan.

There is nothing complex about developing an emergency plan. The process consists of asking and answering a series of questions about the organization's mission, operations, structure, resources, and requirements – and doing so in a structured, logical manner within the context of how the organization will operate in the event of a disaster. The

main idea is to eliminate as many unknowns as possible before a disaster happens, so that decisions don't have to be made hurriedly during a crisis.

Knowledge, Skill, and Ability Objectives:

To understand the four phases of the emergency management planning process.

To conduct a hazard identification and vulnerability assessment.

To understand emergency planning as an activity, and to understand its role of providing a structure within which to manage hazard/disaster-related activities.

To understand common emergency management terms and definitions important to emergency management planning and operations.

To understand the workings of the Incident Command System (ICS) and its relationship to emergency planning and operations.

To understand the National Response Plan and National Incident Management System (NIMS).

To explore the differences in public sector and private sector roles, responsibilities, expectations, and requirements in emergency management, including hazard identification and emergency planning requirements.

To explore lessons learned from past hazard/disaster-related events and best practices in emergency management planning.

To develop the first draft of an emergency management plan.

Course Text:

Required –

- *Guide for All-Hazard Emergency Operations Planning*. State and Local Guide (SLG) 101. Federal Emergency Management Agency. Available free from the FEMA Publications Warehouse, (800) 480-2520. Available on-line at <http://www.fema.gov/pdf/plan/slg101.pdf>
- *Emergency Management Guide for Business and Industry*. Published jointly by the American Red Cross and the Federal Emergency Management Agency. Available free from your local chapter of the American Red Cross or on-line at <http://www.fema.gov/business/guide/index.shtm>
- Dennis S. Mileti *Disasters by Design- A Reassessment of Natural Hazards in the United States*. Washington, D.C., Joseph Henry Press, 1999.

- *National Incident Response Plan*. Department of Homeland Security. Available on-line at http://www.dhs.gov/xlibrary/assets/NRP_FullText.pdf or http://www.dhs.gov/xprepresp/committees/editorial_0566.shtm
- *The National Incident Management System (upgrades)*. Department of Homeland Security. Upgrade document available on-line at <http://www.dhs.gov/xlibrary/assets/nims-upgrade-revision-v2-032707.pdf>

Optional –

- William L. Waugh, Jr. *Living With Hazards, Dealing With Disasters- An Introduction to Emergency Management*. New York; M.E. Sharpe, Inc., 1999.
- *Emergency Management: Principles and Practices for Local Government*. Washington, D.C., International City Management Association, 1991.
- Charles Perrow. *Normal Accidents*. New York; Basic Books, 1984.

Course Readings: From the texts and other readings from Internet resources as assigned. The instructor will provide additional readings. Handouts will include:

- Examples of Hazard Identification and Vulnerability Analyses
- Sample Emergency Plan format(s)
- Practical exercises and/or issue papers

Course Format: Students will be led through the various parts of the emergency planning process and will be responsible for preparing a draft emergency management plan by the end of the course. Significant student discussion and participation is expected. Guests, with field experience may join in and participate in discussions periodically. At least two virtual classroom sessions may be held during this course.

Student Requirements:

Each week students will be expected to read material related to the topic covered in the module/session, as well as participate in the week's Discussion Board. Special questions will be posted in the Discussion Board for that week that may not be included in the syllabus. In addition, supplementary information regarding student assignments will be posted in the module/session. Completion of a course project is required to pass the class.

Class participation includes attendance via weekly log-ins and participation at the Discussion Board. Each unexcused absence (except for an emergency) can lead to a partial grade reduction. Class participation, however, is not merely class attendance – you are expected to participate and comment on at least two other postings each week. From time to time additional discussion questions will be put forward during the week. You should feel free to ask questions if you do not understand something. Remember the rules of *Netiquette* from the book by Virginia Shea.

Readings should be completed prior to or during the week assigned in order to fully participate in the Discussion Board and complete the week's assignment.

Written assignments: Short written assignments will be required during the course. These will be practical exercises to illustrate or amplify points made in the readings or discussions and/or preliminary drafts of sections of an emergency management plan.

Course Project: Students will choose an organization to study, conduct the necessary research, and prepare a draft emergency plan for that organization. You can work with a classmate to develop a team project if you like. If you find you need help with choosing an organization, I would be happy to provide you with some suggestions.

For students working on their Emergency Management Certificate, this project is your portfolio piece for this course.

Written assignments (including the Emergency Management Plan) must be typed. Clarity of format and presentation, grammar, and spelling will count. *Refer to Miller's Rules for Writing.*

Presentation (optional): In lieu of a written plan and subject to negotiation with me, you may make a presentation to the class detailing the process of preparing the plan for your organization, including the emergency management structure and mission, salient hazards, resources, concept of operations, and other important components of the plan.

You are free to use Power-Point, charts, figures, video (sparingly and if approved beforehand), and other forms of electronic media.

Special effects and color photos will not be an acceptable substitute for content and substance. Due: week nine.

Unexcused late papers will be reduced by one-half a grade.

Grading:

Participation in Discussion Boards and Virtual Classroom Sessions

Short written assignments

Draft plan or presentation (includes project proposal, working draft and final project)

Grading Guidelines:

A	93 - 100	C-	70 - 72
A-	90 - 92	D+	68 - 69
B+	88 - 89	D	63 - 67
B	83 - 87	D-	60 - 62
B-	80 - 82	F	Below 63
C+	78 - 79	K	Incomplete
C	73 - 77		

Z Failure due to discontinuation of attendance X Missing grade (i.e., not entered)

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. A URL is set up during the latter third of each quarter by Extension Services. All registered students are then provided with the URL. 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.

Incompletes:

Because of the nature of work in the Emergency Management field, accommodations will be made for students when emergencies arise that postpone course completion. A grade of K (incomplete) may be assigned only upon request of the student and agreement of the course instructor.

To receive a job related incomplete, a student must provide documented proof of a job related emergency. A letter from an employer is encouraged. 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 WWU catalog.

EXT 371 COURSE OUTLINE:

(To be taught in ten (10) weekly Modules, which include Discussion Board Sessions.)

1. Course introduction; the mythology of emergency management; the 4 phases of emergency management.
2. The emergency planning process.
3. Hazard Identification and Vulnerability Assessment (HIVA).
4. HIVA, continued.
5. The Incident Command System and emergency planning; other organizational models.
6. Developing an emergency management plan.
7. Developing an emergency management plan, continued.
8. Special topics in emergency planning, lessons learned.
9. The National Incident Management System and the National Response Plan; Student Presentations (if applicable).
10. Course wrap-up; submission of draft emergency plans.

Required:

- Weekly participation in Discussion Board sessions and questions.
- Submission of written assignments.
- Draft emergency management plan or *optional* presentation (pre-approved).

Information Sheet for Independent Learning Students

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.