Course Syllabus
Capstone Course in Emergency Management
Spring 2017
EADP 4080.001
Monday 6:00-8:50 p.m.
WH 115

Instructor: Dr. Gary Webb
Office Hours: M 2:00-4:00 p.m. (and by appointment)
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Course Overview
This course provides a synthesis of emergency management concepts and perspectives covered in the core EADP classes. Case studies of disasters are emphasized to provide real-world examples of applied principles. This class will include readings and discussions related to the current theoretical approaches and trends in the field. Students will be expected to creatively analyze these theories and trends in order to make informed and thoughtful contributions to classroom discussion. This course will incorporate modules on the practical skills students of emergency management will be expected to demonstrate upon gaining employment in the field. Specific topics covered in this course include policies that have significance on the day-to-day operations of emergency management organizations, decision-making and ethics in the field and current challenges the new generation will face in their careers.

Course Objectives
The primary objective of this course is to sharpen students’ understanding of the historical origins of emergency management, its current status, and future challenges and opportunities. Upon completion of the course students should:

1. Demonstrate a comprehensive understanding of the current and emerging issues related to the field of emergency management.

2. Apply basic principles of emergency management to topical issues confronting the field.

3. Develop and refine skill sets essential to enter and contribute to the emergency management profession.

4. Possess the skills and confidence necessary for their roles and responsibilities in the field of emergency management.

Course Readings
Throughout the semester assigned readings will be posted on Blackboard prior to each class.

Course Requirements
Student grades for this course will be based on each student’s performance on (a) two major exams, (b) one research article summary and presentation, and (c) participation in class exercises and discussion.

Exams
There will be two required 90 minute exams in this course, each of which will test students’ knowledge of material covered in the relevant section. For example, the first exam (tentatively scheduled for Monday, March 6) will consist of all material from class discussions and required readings up to that point; the second exam (scheduled for Monday, May 8) will consist of material from class discussions and required readings covered after the first exam; (i.e., the final exam is not “comprehensive” in nature).
Each exam will contain 35 multiple choice questions, 1 short list question, and 1 essay question. The relative weight of each type of question for each exam is as follows:

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Weight</th>
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<tbody>
<tr>
<td>35 multiple choice</td>
<td>70 points</td>
</tr>
<tr>
<td>1 short list question</td>
<td>5 points</td>
</tr>
<tr>
<td>1 essay question</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points x 2 exams = 200 points</td>
</tr>
</tbody>
</table>

Research Article Summary and Presentation

Each student is required to prepare and submit a two-page summary of a scholarly research article that identifies the primary research question, describes the methodology, summarizes major findings, and discusses the major strengths and weaknesses of the article. Examples of scholarly journals include the *International Journal of Mass Emergencies and Disasters*, *Journal of Contingencies and Crisis Management*, *Natural Hazards Review*, *International Journal of Emergency Management*, *Disasters*, *Risk Analysis*, and many others. The article summary (valued at 25 points) is due *Monday, February 27*, and each student will deliver a brief (5-7 minute) presentation in class on that day.

Class Participation

Each student is also required to participate in weekly class discussions and exercises. Class participation (valued at 25 points) will be evaluated in terms of (a) both the quantity and quality of students’ contributions to class discussions and (b) students’ presence and involvement in group exercises during class. Examples of class exercises include group discussions and presentations on emergency management policies, university degree programs, leadership qualities, and others.

Course Grades

To summarize, course requirements and their relative weight for grading purposes are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 points</td>
</tr>
<tr>
<td>Research Article Presentation</td>
<td>25 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>250 points</td>
</tr>
</tbody>
</table>

Student grades will be calculated on the following scale:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>225-250</td>
<td>A</td>
</tr>
<tr>
<td>200-224</td>
<td>B</td>
</tr>
<tr>
<td>175-199</td>
<td>C</td>
</tr>
<tr>
<td>150-174</td>
<td>D</td>
</tr>
<tr>
<td>0-149</td>
<td>F</td>
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</tbody>
</table>

Late Assignments

Research article summaries will not be accepted after the due date.

Missed Exams

Only in extenuating circumstances, such as family crisis, illness or injury sufficient to require medical care (which can be documented), participation in a university sponsored event which requires the student’s absence from campus on the day of the exam, and similar reasons beyond the student’s control, will make-up provisions apply. Advise the instructor in advance of absences due to such matters. If a make-up examination is allowed, an alternative exam (both in terms of substance and format) will be administered on the last day of finals week. No student can make up more than one exam. In the event that a student misses more than one exam, a grade of zero will be assigned for the second missed exam. If a student is granted a make-up exam and misses the scheduled make-up exam, a grade of zero will be assigned for the missed exam.
**Tentative Course Outline***

**Week 1 January 16**
No Class: MLK Day

**Week 2 January 23**
*Topics*
Introductions and Course Overview
*Readings*: None

**Week 3 January 30**
*Topics*
Emergency Management and the “Iron Cage” of Bureaucracy
*Readings*: TBD

**Week 4 February 6**
*Topics*
Risk, Disasters, and Resilience: (Re)Imagining the Role of Emergency Management
*Readings*: TBD

**Week 5 February 13**
*Topics*
The Pitfalls and Possibilities of Technology in Emergency Management
*Readings*: TBD

**Week 6 February 20**
*Topics*
Bridging the Gap between Research and Practice
*Readings*: TBD

**Week 7 February 27**
***Student Research Article Presentations***

**Week 8 March 6**
***Exam 1***

**Week 9 March 13**
*Spring Break—No Class*

**Week 10 March 20**
*Topics*
Changing Demographics and the Changing Face of Emergency Management
*Readings*: TBD

**Week 11 March 27**
*Topics*
Leadership and Ethics in Emergency Management
*Readings*: TBD
Week 12 April 3  
Topics  
Higher Education and Emergency Management: Enhancing the Value and Relevance of University Degree Programs  
Readings: TBD

Week 13 April 10  
Topics  
Privatization, Disasters, and Emergency Management  
Readings: TBD

Week 14 April 17  
***Student Policy Presentations***

Week 15 April 24  
Topics  
Future Disasters and the Future of Emergency Management  
Readings: TBD

Week 16 May 1  
Topics  
Conclusions and Course Wrap-up  
Readings: None

Week 17 May 8  
***Final Exam***

* It is important to note that this course outline is tentative and may be changed by the instructor. In the event changes to the outline are made, students will be notified in class. It is important, therefore, that students attend class to learn about important changes.
SPRING 2017
Important Class Dates

JAN 17, TUESDAY
First class day

January 30, MONDAY
Census Date (twelfth class day)

January 31, TUESDAY
Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.

FEBRUARY 24, FRIDAY
Last day for student to receive automatic grade of W for nonattendance.
Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.

FEBRUARY 25, SATURDAY
Beginning this date, instructors may drop students with grade of WF for nonattendance.

MAR 9, THURSDAY
Mid semester

March 13-19 (MONDAY-SUNDAY)
Spring Break

APRIL 4, TUESDAY
Last day to drop with either W or WF.
Last day for a student to drop a course with consent of the instructor.

APR 17, MONDAY
Beginning this date a student may request a grade of I, incomplete, a non-punitive grade given only if a student (1) is passing at the time of the request, and (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to complete the work.

APR 21, FRIDAY
Last day for an instructor to drop a student with a grade of WF for non-attendance

May 3-4, (WEDNESDAY-THURSDAY)
Pre-finals Days

MAY 4, THURSDAY
Last class day

MAY 5, FRIDAY
Reading Day - no classes are scheduled.

May 6-11 (SATURDAY-FRIDAY)
Final examinations

May 12 Friday
End of Term
RELEVANT POLICIES TO THIS COURSE

CHEATING AND PLAGIARISM
Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. UNT Policy 06.003 defines cheating as “the use of unauthorized assistance in an academic exercise” and plagiarism as the “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent.” Cases of academic dishonesty will be handled in accordance with UNT Policy 06.003 Student Standards of Academic Integrity and in accordance with the process outlined by the Office of Academic Integrity (http://facultysuccess.unt.edu/academic-integrity).

DISABILITY ACCOMMODATION
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

PORTABLE ELECTRONIC DEVICES IN THE CLASSROOM
When used appropriately, certain technologies, such as laptop computers, tablets, and smartphones, can enhance the university classroom experience. They also increasingly play a role in promoting campus safety by allowing students to receive severe weather alerts and other important risk information. However, when used inappropriately those same technologies can become a distraction to the individual user, other students, and the instructor. Thus, while students may use portable electronic devices for taking class notes, searching the web for class-related content and resources, and receiving risk warnings and alerts, they may not be used for conducting personal communications (e.g., texting and e-mailing), accessing social media, or any other non-academic purposes. In the event that a student’s use of portable electronic devices causes a distraction, he or she will first be asked to refrain from such use, and, if the problem persists, will be asked to leave the classroom.