Introduction to Emergency Management  
(CRIM 2130 Section 201)  
Fall 2016  
School of Criminology and Justice Studies  
Tuesday and Thursday 12:30 - 1:45 PM  
Health and Social Sciences Building (HSSB), Room 130

Instructor: Lt. Col., U.S. Army (Ret.) Gary Gordon, P.E.  
Email: Gary_Gordon@uml.edu  
Office Hours: Before and after class, and by appointment  
Course Website: http://faculty.uml.edu/Gary_Gordon/

Required Textbooks

Textbook #1:  

Textbook #2:  

Course Description

The purpose of this course is to introduce the student to the ways in which government agencies (federal, state, regional, local and/or tribal), industry and other non-government organizations plan and prepare for, respond to and recover from a disaster and the relationships among them. Topics covered will include risk identification and assessment of multi-hazards, whether natural and man-made, development of crisis and disaster incident management systems, and business/agency continuity of operations planning.

Course Objectives

The following reflects the objectives of the course, which are to provide the student with an understanding of the various components, facets and relationships of emergency management. These objectives will be reviewed and refined, as needed, to reflect the material presented. After completing this course, students should be able to discuss the:

- Development of emergency management in the United States and the role of public/private sectors in disasters.  
- Differences and relationships among hazards, disasters and risks.  
- Value of studying the lessons learned from a multidisciplinary perspective.  
- Different types of disasters and the influence humans have on each type.
Relevance of recommended core competencies for emergency management practices.
- Preparedness planning/relationship to the broader life cycle of emergency management.
- Disaster planning serving as a central means to enhance all levels of preparedness.
- Response phase in the context of comprehensive emergency management.
- Principles and challenges of short and long-term recovery.
- General ideas and purposes behind mitigation measures and proper deployment.
- Public/private partnerships' importance across all four emergency management phases.
- Role of non-governmental organizations in a disaster context.
- Historical developments that have furthered the profession of emergency management.

**Teaching Methods**

The class will be in lecture and discussion format, and will be presented through the use of PowerPoint presentations. Guided in-class work from outside sources will also be used.

**Course Requirements and Instructor Expectations**

Students are expected to attend class prepared; meaning, at a minimum, that they have read the assignment(s) for that day’s class. All assignments will be related to the textbooks, lectures and discussions held in class, and reading assignments on the course website. I will present the course material in class, raise questions, lead discussions and assist in the interactive learning of the class. Students will be required to actively participate during class to the maximum extent possible, and will be expected to discuss topical and current media articles and issues germane to the class and to initiate class discussion. The student is responsible for all material covered during this course. *If you are absent due to illness or other extenuating circumstances, you should contact me about making up the work you missed.*

**Participation**

"Qualitative points" to the professionalism grade for the course will be given by the instructor based on the student’s level of participation during the course.

**Attendance**

Class attendance and participation are integral to the learning process. Perfect attendance is expected, however, each student will be allowed three (3) absences to cover such things as illnesses, jury duty, family emergencies, military duty, etc. Attendance will be taken for each class. See the "Professionalism" section for further information.

**Exams**

There will be two (2) in-class exams, a final examination and three (3) FEMA Emergency Management Institute (EMI) Independent Study Program (ISP) courses, which will count as a third exam, conducted during the semester.

- The in-class exams will include material covered during a given period and subsequent to previous tests (i.e. Exam #2 will cover material subsequent to that covered in Exam #1).
- The final examination will include all material covered during the semester.
Exams will consist of multiple choice, true/false and/or essay questions. All exams will include extra credit questions taken from class discussions and readings. Since the FEMA EMI ISP courses are pass/fail, the “FEMA exam” will be graded as follows:

<table>
<thead>
<tr>
<th>FEMA EMI Submissions</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit one ISP course on time</td>
<td>70</td>
</tr>
<tr>
<td>Submit two ISP courses on time</td>
<td>85</td>
</tr>
<tr>
<td>Submit three ISP courses on time</td>
<td>100</td>
</tr>
<tr>
<td>Late submission of an ISP course</td>
<td>5 grade point deduction for each late submittal</td>
</tr>
</tbody>
</table>

**Note:** ISP courses will not be accepted after five (5) days after the due date.

FEMA Emergency Management Institute (EMI) Independent Study Program (ISP) Courses

The FEMA EMI ISP has a series of courses that addresses, among other things, incident command under the National Incident Management System (NIMS) and the basis of incident planning, preparation, response and recovery. Therefore and to provide the student with a well-rounded perspective regarding emergency management, FEMA’s role and incident command, a series of FEMA EMI ISP courses will be assigned and counted as a test, as described above. The purpose of this assignment is to have the student relate theory and textbook learning with “real world” applications, operations and solutions. Further, the FEMA EMI ISP offers a certificated Professional Development Series (of courses) that provides a comprehensive set of fundamentals for those in the emergency management profession. A qualitative final grade point bonus (i.e. B- to B, B to B+, etc.) will be given for completion of the FEMA Professional Development Series.

Semester Projects

**Disaster Case Study** - A group project will be required that focuses on the principles of the Federal Emergency Management Agency (FEMA) incident command structure and how it is involved in emergency management and disaster response. The group project will be a case study analysis of a natural and man-made disaster from Textbook #2. Details of the group project will be posted on the class website.

**Tabletop Exercise** - A tabletop exercise will be conducted during the semester that will be tied into emergency management and disaster response, incident command, the textbooks and material covered in class. Details of the tabletop exercise will be posted on the class website.

Professionalism

Each student will start the semester with 100 “professionalism” points and lose points for being “unprofessional”, as follows. Students with perfect attendance will receive 5 bonus points.

- Absences greater than 3 (4 point deduction per absence)
- Late submission of work (5 point deduction for each calendar day late. Deliverables will not be accepted after 5 days.)
- Missed test without prior arrangement with instructor (10 point deduction for each)
- Late for office hours appointment with instructor (2 point deduction for each)
- Missed office hours appointment with instructor (4 point deduction for each)
Instructor discretion (1-10 points)

Grading Breakdown

<table>
<thead>
<tr>
<th>Graded Coursework</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests including FEMA EMI Courses/Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Tabletop Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>Disaster Case Study Semester Project</td>
<td>20%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90% - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>2.7</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>2.3</td>
<td>65% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60% - 64%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

Email

The university’s email system should be used for one-on-one correspondence, and for reminders and general announcements to the entire class. Therefore, it is important that you check your university email account daily or as often as possible so that you will not miss any important information. I typically check e-mail in the morning and evening and will make every effort to respond to all emails within 24 hours of receipt. Please make every attempt to use email for matters dealing with private or personal issues and include your full name and class name. Questions related to the course material should be asked in class, as any answers or further discussion may benefit the class as a whole.

Expectations of Student Behavior in the Classroom

Students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom. Examples of inappropriate behavior include, but are not limited to:

- Text messaging
- Listening to music
- Cell phone use (other than for the campus alert system)
- Late arrivals/early departures (without prior arrangement)
- Use of laptops/iPads/other electronic devices for other than class purposes
Sleeping in class
Disrespectful comments or behavior
Intentional disruptions
Failure to follow faculty directives

Exceptions to these behaviors would only be granted with the permission of the faculty. Students in violation of these standards may be asked to leave the class and/or referred to the Dean of Students for disciplinary action.

**Academic Honesty**

There are many definitions for academic dishonesty; cheating and plagiarism are two. Cheating is defined as dishonesty of any kind in connection with assignments and examinations. This applies to both giving and receiving unauthorized help. Plagiarism is defined as presenting the work of someone else as one’s own. Cheating and plagiarism include, but are not limited to:

- Using any unauthorized aids on an exam or test.
- Representing or submitting someone else’s work as your own.
- Falsifying documents or grades.
- Submitting the same essay or report in more than one course (without permission).
- Looking at someone else’s answers during an examination or test.
- Impersonating a person during an examination or having someone impersonate you.
- Making up sources or facts for an essay or report.

Unless specified otherwise, your work must be yours and yours alone. Collaboration will be permitted on certain assignments and/or a group assignment. When you use the work of others, whether out of books, journals, websites and spoken word or from any other media source, that work must be credited and properly annotated. Using sources to broaden your knowledge, to inform your ideas, to help build the case for your positions, is an expected component of scholarship. **Substituting** others’ ideas for your own analysis is *not* acceptable.

Infractions of the University’s Academic Honesty Policy may result in the following academic sanctions:

- Failure on the assignment in question.
- Failing grade for the course. Note that a failing grade will take precedence over any attempt to withdraw from the course.
- Notification of the University of the misconduct of the student.
- Recommendations that the student be suspended or dismissed from the University.
## Introduction to Emergency Management  
**(CRIM 2130 Section 201)**  
**Fall 2016 Semester Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Assignment</th>
<th>Covered Material and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 1 (Thurs)</td>
<td></td>
<td>Course Overview</td>
</tr>
</tbody>
</table>
| 2    | Sep 6 (Tues)  | Ch. 1 Text #1 | *History and Current Status of Emergency Management*  
                                               *Guidelines and General Information for Public Officials and Administrators*  
|      | Sep 8 (Thurs) | Ch. 1 Text #2 |                           |
| 3    | Sep 13 (Tues) | Ch. 2 Text #1 | *Key Concepts, Definitions and Perspectives*  
                                               FEMA EMI IS-100.b or alternate, as approved (Tues)  
|      | Sep 15 (Thurs) |            |                           |
| 4    | Sep 20 (Tues) | Ch. 3 Text #1 | *Research Methods and the Practice of Emergency Management*  
                                               Disaster Case Study Project team proposal due (Thurs)  
|      | Sep 22 (Thurs) |            |                           |
| 5    | Sep 27 (Tues) | Ch. 4 Text #1 | *New and Emerging Disasters and Hazards*  
                                               FEMA EMI IS-200.b or alternate, as approved (Tues)  
|      | Sep 29 (Thurs) |            |                           |
| 6    | Oct 6 (Thurs) |            | *Becoming an Emergency Management Professional*  
                                               Exam #1 (Tues) Chapters 1 – 5 Textbook #1  
| 7    | Oct 13 (Thurs) | Ch. 6 Text #1 | *Preparedness*  
                                               FEMA EMI IS-230.d or alternate, as approved (Thurs)  
                                               Tabletop Exercise preparation (Thurs)  
                                               MEMA Tour (Fri) *(Tent.)* – ILO Oct 4 (Tues) class  
|      | Oct 14 (Fri) |            |                           |
| 8    | Oct 18 (Tues) | Ch. 7 Text #1 | *Planning*  
                                               Tabletop Exercise (Thurs)  
|      | Oct 20 (Thurs) |            |                           |
| 9    | Oct 25 (Tues) | Ch. 8 Text #1 | *Response*  
                                               Tabletop Exercise after action report due (Thurs)  
|      | Oct 27 (Thurs) |            |                           |
| 10   | Nov 1 (Tues)  | Ch. 9 Text #1 | *Recovery*  
                                               Independent team work on disaster case study (Thurs)  
|      | Nov 3 (Thurs) |            |                           |
| 11   | Nov 8 (Tues)  | Ch. 10 Text #1 | *Mitigation*  
                                               Independent team work on disaster case study (Tues)  
                                               Submit optional draft Disaster Case Study Project (Thurs)  
|      | Nov 10 (Thurs) |            |                           |
| 12   | Nov 15 (Tues) | Ch. 11 Text #1 | *Public and Private Sector Partnerships*  
                                               Exam #2 (Mon) Chapters 6 – 10 Textbook #1  
|      | Nov 17 (Thurs) |            |                           |
| 13   | Nov 22 (Tues) | Ch. 12 Text #1 | *Non-Governmental Organizations*  
| 14   | Nov 29 (Tues) | Ch. 13 Text #1 | *The Next Generation of Emergency Managers*  
|      | Dec 1 (Thurs) |            |                           |
| 15   | Dec 6 (Tues)  |            | Submit Disaster Case Study Project (Tues)  
                                               Disaster Case Study Presentations (Tues and Thurs)  
|      | Dec 8 (Thurs) |            |                           |

**Note:** The course schedule is subject to change and will be announced in class or via UMass Lowell email with as much advance notice as possible. Students are responsible for being aware of any changes.