

WEST TEXAS A&M UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE AND CRIMINAL JUSTICE

EMA 6310 Emergency Management and Response
Web-Based
Summer 2021

Instructor: Dr. Ming Xie (*She | Her | Hers*)

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NOTE: I will respond to messages within 48 hours, excluding weekends, holidays, and breaks

NOTE: Please be mindful when emailing me – do not email a WT student with the same last name and the same first name initial with me. It is not the student’s responsibility to notify you that you’ve emailed the wrong person.

Office: Old Main 205A

Office Phone: 806-651-2564

Virtual Office Hours: Office hours will be available by appointment only. Email me to schedule preferred dates and times.

Required Text:

Kerr, M. M., & King, G. (2019). *School crisis prevention and intervention*. Waveland Press. ISBN: 9781478637332

Additional Readings will be available on WTCClass under the “Readings” tab/folder.

Course Description:

Rural schools, much like our country, face a wide range of threats and potential hazards ranging from acts of terrorism, cyber-attacks, pandemics, and natural disasters. Educational institutions are not immune to these incidents and educational professionals are on the front lines. The ability to effectively respond in an emergency relies on risk assessment, situational awareness, planning and preparedness. This course will assist students who are or will be rural school leaders with developing a foundation of practical competencies needed for emergency preparedness and crisis response. Additionally, the course provides several case studies enhancing the connection between theory exploration and practical application. Furthermore, students will examine government and private sector roles along with case studies giving students a foundation for further emergency management studies.

Students in the course will have a range of different perspectives based on their previous study and their personal experiences, and people with different perspectives are especially encouraged to contribute to our discussions. The readings are designed to encourage critical thinking while also providing the basis for an initial understanding of emergency management.

Course Objectives:

Upon completion of the course, students should gain knowledge to:

- Develop an awareness of a preparedness cycle, useful planning tools, and emergency support functions (national and on campus).
- Develop an organizational action plan supporting a culture of preparedness.
- Analyze risks, stakeholder requirements, and planning for an emergency.
- Assess and plan for known hazards and anticipate hazards that may emerge in the future.
- Encourage the ideas of others through discussion and build upon their ideas for next action steps.

Ed.D. Program Learning Goals--

Items	Ed.D. Program Learning Goals
Our program learning goals are to prepare:	
1.	Visionary and effective educational leaders grounded in research who are equipped to meet specific challenges in rural educational settings.
2.	Leaders who are responsive to the cultural, sociopolitical, economic, and emergency management contexts of rural communities.
3.	Leaders who are capable of innovative solutions within areas of limited resources and access conditions.

Ed.D. Candidate Learning Outcomes (DCLOs) –

Doctoral Candidate Learning Outcomes	
Candidates will:	
A.	Critically analyze the cultural, sociopolitical, and economic milieu impacting educational organizations within rural and small urban areas.
B.	Create settings that support accessible and equitable learning opportunities for all members.
C.	Engage in diverse, scholarly activities to evaluate current educational organizations, to inform decision-making, and to provide new directions for organizational improvement.
D.	Synthesize theory, research, and best practices from national and international perspectives to create innovative solutions to meet specific challenges in rural areas.

Course Requirements:

- **Weekly Discussions (50%)**

This course is structured around weekly tasks that involve readings, viewing the lectures, and participating in five (5) discussions with your classmates in the expectation your workload will remain relatively constant throughout the semester. Each week's materials will be posted on WTClass at the beginning of the week.

There are 5 discussion board questions posted throughout the semester. Each student will answer the question, post (at least) two questions each week about the reading assignments/course materials, and then respond to at least 3 posts written by classmates.

- **Short Paper: Emergency Plan Analysis (15%)**

This assignment aims to apply the textbook materials and classroom discussions into real world practices. Please review your school/organization's emergency operations plan, assess its capacity to prepare for, respond to, and recover from disasters and emergencies, and provide suggestions for improvement based on the course readings.

If your school/organization does not have an emergency action plan, your paper should focus on what elements and components should be included into the action plan and the process of creating a plan.

- **Evaluating a case study (20%)**

The purpose of this 6-8 page paper (double spaced, 1 inch margins, 12 point font, times new roman) is to have you examine a case study to identify key messages, audiences and stakeholders, communication channels, underlying theory, and other pertinent factors (outrage, trust issues, credibility, etc.). To examine the study, you should consider media coverage, agency press releases and public information materials, websites, etc. Cases may include the smallpox vaccination effort, SARs, avian influenza, a natural disaster, or others. You will discuss how the situation might have been improved utilizing some of the theoretical insights gained from readings and/or in class discussions. Locate evidence/documentation of problematic messages (or silences). Interview, if possible, key decision makers to determine "lessons learned" from the experience. This should go beyond stories of personal conflict and provide key insights for other emergency managers or those who handle risks and crises.

- **Case Study Presentation (10%)**

Based on your case study, you will deliver a 12-15 minutes presentation to the class. If you wish, you may consider as an audience for your presentation a school board, community partner, or donors/funders.

In the presentation you will describe the situation including where you learned of it, organizations/individuals involved, current status, key issues, and your assessment of the response thus far.

You will upload a video presentation to share with the class. The video must use PowerPoint Slides as visual aid. Your slides will need to have both audio narration and your image embedded, and then you will need to export the presentation as an MPEG-4 (.mp4) file. If recording from a smartphone, make sure you are shooting in landscape mode. (Recordings in portrait mode will not be accepted).

Once your video is recorded, upload your video to YouTube. Please share your video link with us in Discussion forum link below. IMPORTANT: Please set your video to "unlisted" so only the person that has the link can view your video, but the video will not be searchable to people outside of our class.

- **Case Study Presentation Critique (5%)**

You will write critiques and comments on three of your colleagues' presentations.

Evaluation

Students should be aware that the instructor grades assignments according to the description in the WTAMU Catalog. An A is reserved for those students that have excelled or mastered the material or activity. A B is reserved for those students that have met all required areas and went beyond them with, perhaps, a few mistakes. A C is reserved for those students that met the required elements of the assignment with appropriate effort and went no further. A D is reserved for those students that almost met all of the required elements of the assignment, but with additional effort would have met them all. Finally, an F is reserved for those students that did not meet the required elements and, obviously did not put forth the required effort.

Every effort is made to make the grading system and rubrics as transparent and fair as possible. You may contest a grade up to one week after it is returned. If you believe that there has been an error on your assignment or exam, please wait 24 hours after receiving the grade. After that period, please submit a written description of the error you believe occurred along with the assignment or exam to the instructor for re-grading. Clerical errors and outright mistakes will be corrected; decisions about the amount of partial credit to give for an answer will not be revisited. Please note that your grade could increase, decrease, or remain the same upon reconsideration.

- **Grading System**

Task	Points
Discussion Questions (5 x 100 points each)	500
Emergency Plan Analysis Paper	150
Case Study Paper	200
Case Study Presentation	100
Case Study Presentation Critique	50 points
Total	1000 points

- **Grading Scale**

Percentage	Letter Grade
90.0 - 100	A
80.0 - 89.9	B
70.0 - 79.9	C
60.0 - 69.9	D
0 - 59.9	F

CoVid 19 Restrictions and Rules

Current University Requirements: Beginning July 1, unless a health-related exception exists, wearing a face covering is required for all individuals (faculty, staff, students, and visitors) on the campus of West Texas A&M University and campus facilities in the following areas:

- Indoor public areas on campus, including all non-private office or residential spaces, such as lobbies, restrooms, common spaces in residence halls, conference rooms, break rooms, elevators, and related campus-community areas; and
- Outdoor spaces where six feet or more of physical distancing is challenging to maintain reliably. Students will be required to wear a face covering in all classrooms and teaching/research laboratories; however, faculty will not be required to wear face coverings in explicit learning spaces to facilitate clear instruction.

Current Faculty Senate Statement: The WT Faculty Senate places the highest priority on the health and safety of our university's students, faculty, and staff. In cooperation and consultation with Academic Affairs and Dean's Council, Faculty Senate strongly supports that everyone in the WTAMU campus community abide by the provisions, both present and future, set out by system and university administration to maintain health and safety during the COVID-19 pandemic. Further, Faculty Senate calls upon WT faculty to set an example for others by consistently and correctly wearing masks or face coverings while on campus, or at WT-sponsored events, as well as maintain at least six feet of physical distance.

Course Policies and Responsibilities

You will be responsible for assigned readings, quizzes, class lectures/discussions, participation in-class and other assignments.

- **Attendance**

Attendance is important to succeed in this and any course in college. Your attendance is measured by your participation and completion of online activities.

- **Late Work**

Late assignments will automatically be penalized 10% if they are submitted after the due date. Assignments will not be accepted if they are more than 24 hours late without making prior arrangements with the instructor. For example: if an assignment is due on Friday at 11:59 PM turned in on Saturday at 1:00 PM, a B paper would be dropped to a C. If the student does not submit the paper until Monday at 07:00 AM, no credit will be given for the assignment. Please note: The Late Policy does NOT apply to course exams. There are no make-up exams allowed in this course unless prior arrangements are made.

- **Retakes**

If an assignment is returned to the student to be redone, it will be assessed a 15% penalty each time it must be redone. It is in the student's best interest to read/listen to assignment directions carefully so as to complete the assignment correctly the first time.

Academic Integrity

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any

assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the [Code of Student Life](#).

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

ADA Statement

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with [Student Disability Services](#) (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

Title IX Statement

West Texas A&M University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- WTAMU Title IX Coordinator Richard Webb – Old Sub, **or** call 806.651.3199
- WTAMU Counseling Services – Classroom Center 116, **or** call 806.651.2340
- WTAMU Police Department – 806.651.2300, **or** dial 911
- 24-hour Crisis Hotline – 800.273.8255, **or** 806.359.6699, **or** 800.692.4039
<https://www.notalone.gov/>

For more information, see the Code of Student Life.

Evacuation Statement

If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651-5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for

further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

WT Attendance Policy for Core Curriculum Classes

For the purposes of learning assessment and strategic planning, all students enrolled in Core Curriculum courses at West Texas A&M University must swipe their Buff Gold cards through the card reader installed in the classroom/lab for each class/lab meeting.

SUMMER 2021 COURSE CALENDAR

The schedule is tentative and subject to change. Each exam will test students' knowledge of the material that was taught up until 1 week prior to the exam. The Midterm Exam covers chapters 1-6, the Final Exam covers chapters 7-12. However, the applications of knowledge for the Disaster Project will involve applying concepts learned throughout the entire semester, so please don't throw away your notes after the Midterm Exam!

Week 1, 06/02 - 06/08: Course Intro, Overview, and Crisis Planning

- Introduction to EMA 6310
- Read Chapters 1&2
- Assignment: Discussion Question 1 (100 points)
 - Due Tuesday 06/08 by 11:59pm

Week 2, 06/09 - 06/15: Crisis Team preparation & Crisis Communication

- Read Chapters 3&4
- Discussion Question 2 (100 points)
 - Due Tuesday 06/15 by 11:59pm
- Emergency Plan Analysis paper (150 points)
 - Due Tuesday 06/15 by 11:59pm

Week 3, 06/16 - 06/22: Accidents, illnesses, and Suicidal Behavior & Violence

- Read Chapters 5&6
- Discussion Question 3 (100 points)
 - Due Tuesday 06/22 by 11:59pm

Week 4, 06/23 - 06/29: Disasters & Psychological supports

- Read Chapters 7&8
- Discussion Question 4 (100 points)
 - Due Tuesday 6/29 by 11:59pm
- Case Study Paper (200 points)
 - Due Tuesday 6/29 by 11:59pm

Week 5, 06/30 - 07/06: Recovery

- Read Chapters 9&10

- Discussion Question 5 (100 points)
 - Due Tuesday 07/06 by 11:59pm
- Case Study Paper Presentation (100 points)
 - Due Sunday 07/04 by 11:59pm
- Case Study Presentation Critique (50 points)
 - Due Tuesday 07/06 by 11:59pm