

**CJ 3320: Emergency Management****Sul Ross State University – Spring 2022**

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<b>Office Hours</b>	: MAB 109, Tuesday - Thursday, 10:30AM - 12:00PM and by appointment.
<b>Contacting Me</b>	: This is an online course, and the best way to reach me is via email. Do not hesitate to contact me for any reason. I will respond to email inquiries as soon as I can.

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**Required & Recommended Texts**

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- 1) (REQUIRED) Bullock, J., Haddow, G. & Coppola, D. (2020). Introduction to Emergency Management, 7th Edition. ISBN: 978-0-12-817139-4  
[https://textbooks.elsevier.com/web/product\\_details.aspx?isbn=9780128171394](https://textbooks.elsevier.com/web/product_details.aspx?isbn=9780128171394)
- 2) (RECOMMENDED) American Psychological Association (October 2019), Publication Manual of the American Psychological Association, 7th Edition,  
<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>
- 3) Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, [Byrian Wildenthal Memorial Library of SRSU](#) has an extensive database infrastructure. The Library exists to provide learning resources and services necessary to support your educational, research, and information needs. You can get detailed information, advising and other sorts of help in person, over the phone, or via email. Once you logged in to your [Sul Ross Account on Blackboard](#) you should be automatically connected to the library webpage as well. Thus, you can browse the [online databases of SRSU](#) and reach the articles on the additional reading list. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### Course Description

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This is a required course for the Homeland Security major. This course provides an overview of the principles and practices of emergency management at the local, state, national, and international level(s), provides an overview of the U.S. emergency management system (or programs), and presents the concepts of mitigation, preparedness, communications, response, and recovery. The purpose of this course is to introduce the student to the ways in which a government agency (i.e. local, state, federal, regional and/or tribal), industry, and other non-government organization(s) plan and prepare for, respond to and recover from a disaster, while also understanding the relationship among these organizations. Students will have the chance to develop skills and capabilities important to future employers as they seek individuals in this rapidly expanding and multi-faceted professional arena.

### Course Learning Objectives

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This course will provide you with a foundational knowledge of emergency management that can be applied academically, professionally, or as a basis for an individual volunteer experience / internship. The followings reflect the objectives of this course, which are to provide the student with an understanding of the various components, facets, and relationships of emergency management. Upon successful completion of this course, you will be able to develop an understanding of:

- The historical content of emergency management.
- The core principles of emergency management.
- How lessons learned from past disasters have become general principles to guide future action.
- The role of the Federal government in disaster recovery.
- How developing nations are affected by disasters.
- How terrorism has affected the focus of emergency management.

### Homeland Security Undergraduate Program Student Learning Outcomes (SLOs)

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**UG-HS-SLO1:** Students will explain the history and evolution of homeland security, including the Department of Homeland Security, within the political and social systems of the United States.

**UG-HS-SLO2:** Students will describe the magnitude and scope of terrorist threats to the United States, including the motives and methods of different international and domestic terrorist organizations.

**UG-HS-SLO3:** Students will identify and demonstrate an understanding of the significant legal issues in the Homeland Security Domain.

### Course Assessment

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**1 - Assignment # 1 (50 Points):** Review FEMA's Emergency Management Institute (EMI) web site at <https://training.fema.gov/is/>. FEMA requires Student Identification Number (SID) for the trainings that they offer. If you do not yet have an SID, click the "Register for a FEMA SID" and register for one today. Under the "IS Course List" tab, after you acquire SID, complete lesson and exam for "[IS-230.e Fundamentals of Emergency Management](#)". Print a copy of the certificate for your records and print a pdf version (or scan it) and upload the pdf to BlackBoard. This assignment is due on Sunday, February 13 by 11:59 PM.

**2 - Assignment # 2 (50 Points):** Locate 5 recent articles from the news (magazine, newspaper, internet, etc.) as it relates to current events or trends in emergency management. DO NOT USE ARTICLES ON THE SAME EVENT. Make sure that each article is about a different recent event. In 4-5 pages, summarize the articles. Utilizing the concepts and terms found in the text, describe how these articles relate to emergency management and how they apply to the course learning objectives described in your syllabus. Utilize APA format (be typed, double-spaced, 1 inch margins, 12-point Calibri font, etc.). Submit the completed assignment to BlackBoard. This assignment is due on Sunday, April 24 by 11:59 PM.

**3 - Essays (10 Points Each):** You will write a 1-page-essay answering the question that is posted on BlackBoard about the week's required readings. The questions will be posted on the course web page and due date will be Sunday of that week. Utilize APA format (be typed, double-spaced, 1 inch margins, 12-point Calibri font, etc.). Submit the completed essay to BlackBoard.

**4 - Midterm Exam (100 points):** There will be a midterm exam which will cover the assigned chapters and other relevant material covered in the course up to the date of the examination. The midterm exam is worth 100 points. Midterm exam will have multiple-choice and/or true-false questions. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

**5 - Final Exam (100 points):** The Final Exam is comprehensive; thus, it will test students on all the topics covered during the course. The Final exam is worth 100 points. Final exam will have multiple-choice and/or true-false questions. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

**!!! VERY IMPORTANT REMINDER!!!** Remember that you will upload your assignments to BlackBoard. A plagiarism detection software ([SafeAssign](#)) is used in this course. Your essays will be submitted through SafeAssign. This program detects and reports all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of "0" in these instances, and possibly fail the course.

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### Technology Requirements

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Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments. Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign. This course requires a significant amount of online activity. In order for students to participate and progress in this course the followings are required.

#### Minimum Computer Skills Requirement

Using Blackboard does not require any special skills. Blackboard is, however, an Internet tool so you must possess basic computer skills, specifically

- using e-mail (sending, opening, replying, and saving attachments)
- web browsing (navigating, searching, and downloading)
- word processing (MS Word or compatible)

For more information and instructions about using Blackboard, see the [Blackboard tutorials](#).

#### Hardware & Software Requirements

You must have regular and reliable access to a computer with access to the Web. The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. You will need to be able to reach the World Wide Web, either through a network at your place of business or through a connection from home, using an Internet Service Provider (ISP).

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### Participation Policy

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This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This non-graded “Introduction” post is a chance for you to “meet” your classmates in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. E-mail me if you have questions regarding the reading material, assignments, and exams.

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### Attendance Policy

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. All assignments you submit or tests you take must be your own work unless you have been requested that you work in groups. You may not submit work that is plagiarized or violates copyright laws. It is also your responsibility to respect copyright

protection of licensed computer software. When you are taking a distance education course from a remote site, please remember that you are “guests” on the remote site campus. The facilities, equipment, staff, and materials at that site are neither the property nor employees of Sul Ross State University. Please treat the site respectfully and be responsible in caring for the site that we have been allowed to use.

Absence policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

- Not logging on to the course,
- Not submitting assignments,
- Not participating in scheduled activities,
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus.

All students taking distance learning classes are responsible for checking their [Sul Ross email account](#) regularly for notices from the School and from their instructors. A student’s Sul Ross email address is added to Blackboard when a student registers, so when instructors email students through Blackboard, the message is sent to the student’s Sul Ross email account. Email accounts are automatically set up when a student registers. In order to use your SRSU email account, you will need to log in to the email system. The information you need in order to log in is a username and a password.

### **Late Assignment Submission Policy**

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Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student’s responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

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### Academic Integrity

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Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. SRSU students are responsible for reading, understanding, and abiding by the by the "[Sul Ross Student Handbook](#)".

SRSU and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person's work as one's own;
- copying from professional works or internet sites without citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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### APA Style

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This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

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### Student Support Services

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Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact Student Support Services at (432) 837-9118 or visit Ferguson Hall Room 105.

### Distance Education Statement

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Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the [SRSU website](#). Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. You can get The Distance Education Handbook at <https://tvpb.sulross.edu/start/index.html>.

### Online Support Desk

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The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888 - 837 6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within Blackboard
- Clicking the Support Desk graphic on the course homepage

### Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

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Sul Ross State University is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SRSU, Alpine, Texas - 79832.

### Departmental Undergraduate Program Marketable Skills

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The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals: 60x30: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called “employability skills” in other countries, or “transferable skills” here in the states. They include both technical and soft skills. The marketable skills of Homeland Security and Criminal Justice Undergraduate Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing the Crime
7. Students Know Legal Codes & Procedures and Safety.

### Classroom Climate of Respect

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual



preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

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I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, age, socioeconomic class, sexuality, religion, ability/disability, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Other Course Expectations**

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- Remember that this is an upper-level college course, therefore, college level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
- Review the syllabus carefully so that you may be aware of any assignments and their due dates; contact me for any clarifications.
- Check BlackBoard regularly for any announcements for significant information.

**Grading**

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10 Essays	100 points (10 points each)
2 Assignments	100 points (50 points each)
1 Midterm Exam	100 points
1 Final Exam	100 points
<b>Total</b>	<b><u>400 points</u></b>

Following grading scale will be applied for your course grade:

- A** 400 points – 360 points
- B** 359 points – 320 points
- C** 319 points – 280 points
- D** 279 points – 240 points
- F** 239 points and below

**Weekly Tentative Course Schedule**

Week	Dates	Topics	Assignments
1	January 10 - 16	Course Introduction & Requirements	Review syllabus Post your introduction
2	January 17 - 23	The Historical Context of Emergency Management	Read Chapter 1 Submit Essay # 1
3	January 24 - 30	Natural and Technological Hazards and Risk Assessment	Read Chapter 2 Submit Essay # 2
4	Jan 31 - Feb 6	The Disciplines of Emergency Management: Mitigation	Read Chapter 3 Submit Essay # 3
5	February 7 - 13	<a href="#">FEMA IS-230.e: Fundamentals of Emergency Management</a>	Assignment # 1: Submit the FEMA certificate
6	February 14 - 20	The Disciplines of Emergency Management: Preparedness	Read Chapter 4 Submit Essay # 4
7	February 21 - 27	Communications	Read Chapter 5 Submit Essay # 5
8	Feb 28 - March 6	The Disciplines of Emergency Management: Response	Read Chapter 6 Submit Essay # 6
	<b>March 7 - 13</b>	<b>Spring Break, University Closed</b>	
9	March 14 - 20	<b>Midterm Exam</b>	Take the Midterm Exam
10	March 21 - 27	The Disciplines of Emergency Management: Recovery	Read Chapter 7 Submit Essay # 7
11	March 28 - April 3	International Disaster Management	Read Chapter 8 Submit Essay # 8
12	April 4 - 10	Emergency Management and the Terrorist Threat	Read Chapter 9 Submit Essay # 9
13	April 11 - 17	The Future of Emergency Management	Read Chapter 10 Submit Essay # 10
14	April 18 - 24	News articles evaluation	Assignment #2: Submit your evaluation.
15	<b>April 27</b> <b>April 28</b> <b>April 29</b>	<b>Last class day before finals</b> <b>Dead Day</b> <b>Final Exams</b>	Take the Final Exam
16	<b>May 2 - 4</b>	<b>Final Exams</b>	Take the Final Exam

*\*\*\*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed\*\*\**

**End of Course Evaluations:** Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.