

Course Syllabus

URBAN 570/MIPM 501 Comprehensive Emergency Management

Syllabus

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Purpose: This course is designed to provide you with an overview of the current practice of emergency management; its scope, principles, authorities, and tools. It will also examine the relationship between emergency management and critical infrastructure planning and resilience building. The course includes interviews with current emergency management practitioners, videos, articles, and case studies. It also explores the importance of cultural competency in emergency management and how cultural competence impacts decision making.

Course objectives:

1. Explore the profession of emergency management
2. Examine Emergency Operations Center (EOC) Functions and Structure and contrast with Field Operations
3. Describe risk management and its use in emergency management and critical infrastructure protection.
4. Define preparedness in emergency management, its use, success, and importance
5. Examine the Community Lifeline structure and its use for the development of a critical infrastructure resilience strategy.
6. Identify Critical Infrastructure Dependencies and Interdependencies
7. Compare and contrast hazard mitigation funding vs. post disaster recovery reimbursement
8. Apply cultural competence principles to emergency management situations
9. Group presentation on the intersection of emergency management and critical infrastructure based on what you have learned in this course. Include recommendations on why the two fields should partner and ways to do so.

Course Organization:

This course is divided into nine modules, one for each week. The ninth module consists of a group project. You have been randomly assigned to a group. It is asynchronous, so you may do the modules and required reading and discussions within each week, on your schedule. There will be a Zoom interview with an emergency management professional, which will allow you to interact with them and ask questions and will be recorded if that session does not fit your schedule. Other interviews are recorded and available at your convenience.

Primary Textbooks:

1. *The Future of Emergency Management, The New, Novel and Nasty*; Robert McCreight & Curry Mayer, 2022. Bernan Press.
 1. As an eBook: [The Future of Emergency Management after 2020: The New, Novel, and Nasty by Robert McCreight, Curry Mayer | NOOK Book \(eBook\) | Barnes & Noble® \(barnesandnoble.com\)](#)
 2. Amazon: in several formats: [Amazon - The Future of Emergency Management after 2020: The New, Novel, and Nasty: McCreight, Robert: 9781641434973: Books](#)
 3. Bernan Press: [The Future of Emergency Management after 2020: The New, Novel, and Nasty - 9781641434980 \(rowman.com\)](#)
2. *Disasterology: Dispatches From the Frontlines of the Climate Crisis*; Dr. Samantha Montano, 2021.
 1. Amazon in a variety of formats: [Amazon - Disasterology: Dispatches from the Frontlines of the Climate Crisis: Montano, Samantha: 9780778311034: Books](#)
 2. Available from Harvard Press: [Disasterology: Dispatches from the Frontlines of the Climate Crisis - Harvard Book Store](#)

Each module will include a variety of articles, YouTube videos, and interviews which will all be available in the resources section of the course materials or as a link, for free.

Modules:

Each module corresponds with a course objective. (See objectives above for topics). Since the course is asynchronous you may do the work within each module during each week, as your schedule allows.

Each module will require the following work:

1. **Required reading** from the textbooks or articles and reports linked in the module within the course.
2. **Individual Assignments** are focused on the content presented for each module and are your opportunity to show your understanding of content and apply critical thinking skills.
3. **Discussion Forums** are the main online communication and collaboration tool. There are 1-2 questions for each module. Please post your answer to the question(s) and then interact with at least **two** other students. Your interactions with your fellow students should show some thought, contribute to discussion for that week's topic and have some substance. Very short answers will not be given the full points for that week. Consider asking open ended questions, summarizing other postings, or highlighting what you agree or disagree with in the original post.

Please be mindful of how answers or posts are written as UW encourages the expression of many perspectives. It is important that all expressions of disagreement or opposite opinions are done in a

respectful way. The best part of learning together is through robust engagement with ideas and multiple perspectives. Treating each other with respect and dignity is of utmost importance.

Please contact the instructor immediately for questions or concerns.

All individual assignments and discussion questions for each module are due by the beginning of the following week, to give you time to complete the work.

Module one: June 17 – June 21 – all week one assignments must be completed by June 24th. (June 19th is a holiday)

Module two: June 24 – June 28 – all week two assignments due by July 1st.

Module three: July 1– July 5th, all week three assignments due by July 8th.

Module four: July 8 – July 12th, all week four assignments due by July 15th.

Module five: July 15 – July 19th, all week five assignments due by July 22rd.

Module six: July 22nd– July 26th, all week six assignments due by July 29th.

Module seven: July 29– August 2nd, all week seven assignments due by August 5th.

Module eight: August 5th – August 9th, all week eight assignments due by August 12th.

Module nine: August 12th – August 16th, this module is focused on finishing the small group assignment. Final group presentation due on August 16th.

Do your best to meet the weekly deadlines. Points will be deleted for late assignments. (1 point per day) If circumstances come up which interrupt the schedule, please let me know as soon as possible and I will work with you on due dates.

Meetings with the instructor

Since the class is asynchronous, I am not scheduling regular office hours. However, am available for a Zoom meeting, or phone call meeting at your request and will make every effort to match our schedules. I am also available by email. Please don't hesitate to reach out for questions or a time to meet. I welcome the opportunity for discussion, collaboration, or to help with questions or concerns.

Grading:

Active participation: thoughtful answers to the individual assignments and discussion questions and interaction with other students in the discussion forums. This interaction is 60% of your grade.

The **final week** is focused on work with your small group and a presentation your group creates. On the presentation be sure to include who did which piece of it. You may also record and post the narration of your presentation. The final presentation is worth 30 points.

The numeric grading system used by the University of Washington relies on a decimal scale between 1.7 (low) and 4.0 (high).

For graduate courses, grades below 1.7 are recorded as 0.0 and no credit is earned. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A 3.0 cumulative average in graduate work is required to receive a graduate degree.

If unforeseen circumstances prevent you from completing an assignment on time, please contact your instructor before the assignment is due to obtain permission for a late submission. Without such permission, points will be subtracted from your grade for the assignment.

Here are descriptions of the criteria for your performance in this class. If you meet these criteria for all your work, you will be graded appropriately. Your instructor may "interpolate" grades between these standards as she sees fit.

4.0 Excellent and exceptional work for a graduate student. Work at this level is consistently creative (where appropriate), thorough, well-reasoned, insightful, well written and shows clear recognition and incisive understanding of the important materials and issues. All assignments submitted are of good professional quality. The value of individual contributions to this course is considerable and positively affects the learning of all participants.

3.8 Strong work for a graduate student. Work at this level sometimes shows signs of creativity, is thorough and well-reasoned, and demonstrates clear recognition and good understanding of the important materials and issues. Assignments submitted lack professional quality but demonstrate effort and concern for quality. The value of individual contributions to the course is strong and occasionally significant.

3.5 Competent and sound work for a graduate student. Work is well reasoned and thorough but not especially creative or insightful. The student shows adequate understanding of the important materials and issues although that understanding may be somewhat incomplete. Work submitted is competent but not remarkable. The value of individual contributions to the course is such that they do not influence the quality of the course one way or the other. This grade indicates neither exceptional strengths nor exceptional weaknesses but is the grade for "average" graduate performance.

3.0 Adequate work for a graduate student. Work is moderately thorough and well-reasoned, but with some indications that some of the important materials and issues is less than complete and perhaps inadequate for graduate study. The value of individual contributions to the course is minimal. However, the work is above the minimal expectations for the course.

2.7 Borderline work for a graduate student. Work barely meets the minimal expectations for the course and may occasionally fall below them. Understanding of the important materials and issues is incomplete or has not been demonstrated. There is little positive value in the individual contributions to the course and there may even be negative effects on the overall learning. Consistent overall performance at this level would be below that of adequate graduate student performance.

Student Support and Resources

Access and Accommodations

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. The [Disability Services Office](#) (DSO) provides accommodation, referral information, and assistance for professional and continuing education students with a documented physical, mental, or sensory disability.

If you have already established accommodations with DSO, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DSO, but have a temporary or permanent disability that requires accommodations (this can include but is not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSO at 206543-6450 or dso@uw.edu or via their contacts page.

Religious Accommodations Policy

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy

(<https://registrar.washington.edu/staffandfaculty/religiousaccommodations-policy>).

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form

(<https://registrarwashington.edu/students/religious-accommodations-request>).



Mental Health Resources

Any member of the UW community can call [SafeCampus](#) ([Links to an external site.](#)) anytime to anonymously discuss safety and well-being concerns for yourself or others. Caring, trained professionals will talk you through options and connect you with additional resources if you want them. Available 24/7 by phone at 206-685-7233, or M-F, 8am-5pm at safecampus@uw.edu.

[Crisis Connections](#) ([Links to an external site.](#)) provides immediate help to individuals, families, and friends of people in emotional crisis, dealing with addiction, or struggling to meet basic needs. Anyone in

Washington State can receive support and resource referrals 24/7 through their crisis line at 866-4CRISIS (866-427-4747 or TTY 206-461-3219).

Student Conduct Code

The University of Washington's [Student Conduct Code](#)  applies to all students. Students are expected to maintain the highest standards of [academic responsibility](#) . Plagiarism and other kinds of academic misconduct are considered serious offenses at the UW. Plagiarism is using someone else's words or ideas without proper citation. It can range from failure to credit a single sentence or paragraph to passing off an entire article, speech or another student's paper as one's own.

For non-credit courses, instances of academic dishonesty are handled by the University of Washington Professional & Continuing Education Committee on Academic Conduct. If evidence of academic misconduct is established, the student will be given a failing grade for the course and any request for a refund of course or other fees will be denied.

Participation Policy

Active participation in, and engagement with, the learning environment and course content are fundamental requirements for success in all Professional & Continuing Education programs.

Students are expected to engage actively with the course material, complete assigned readings, interactive exercises, and assessments, as well as participate in discussions and forums specific to their particular program. This requirement aims to create an interactive and immersive learning environment where students are active participants in their own educational journey and benefit from the diverse perspectives and experiences of others.

If you need support that is not met with the resources listed above, please contact your instructor as soon as possible for help with finding resources.