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Federal Emergency Management within the Field of Criminal Justice

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FEDERAL EMERGENCY MANAGEMENT

Federal Emergency Management within the Field of Criminal Justice

Maeve Dubiel

Master of Science in Criminology & Criminal Justice

Merrimack College

August 2021

FEDERAL EMERGENCY MANAGEMENT

Federal Emergency Management within the Field of Criminal Justice

The Federal Emergency Management Agency (FEMA) is one of many federal agencies under the United States Department of Homeland Security, whose mission is to protect, serve, and prepare communities before, during, and after a disaster. Emergency management seeks to prepare the United States for any and all crises by partnering with local, state, and federal organizations for disaster response. They are held responsible for preparing, mitigating against, responding to, and recovering from the impacts of natural disasters, man-made incidents, or terrorist events.

FEMA was first created and established under President Jimmy Carter on April 1st of 1979, when he signed Executive Order 12127. Shortly after, in signing Executive Order 12148 on July 20, 1979, President Carter gave the agency the dual mission of emergency management and civil defense (Federal Emergency Management Agency [FEMA], 2021). In subsequent years, FEMA has supported the Nation in some of the greatest moments of crisis. The terrorist attacks against the World Trade Center on September 11, 2001, and the Oklahoma City bombings changed the face of homeland security and emergency management forever. These horrific events drove major statute and policy changes to reorganize the federal government. Former President W. Bush signed the Homeland Security Act of 2002, leading to the creation of the United States Department of Homeland Security. The Department of Homeland Security was created on March 1, 2003 and united FEMA, along with twenty-one other organizations (FEMA, 2021). Since then, FEMA has faced many adverse challenges since 9/11, such as Hurricane Katrina along the Gulf Coast, Hurricane Sandy in 2012, the deadly wildfires in 2020 amidst California, and the worldwide pandemic of the COVID-19 virus.

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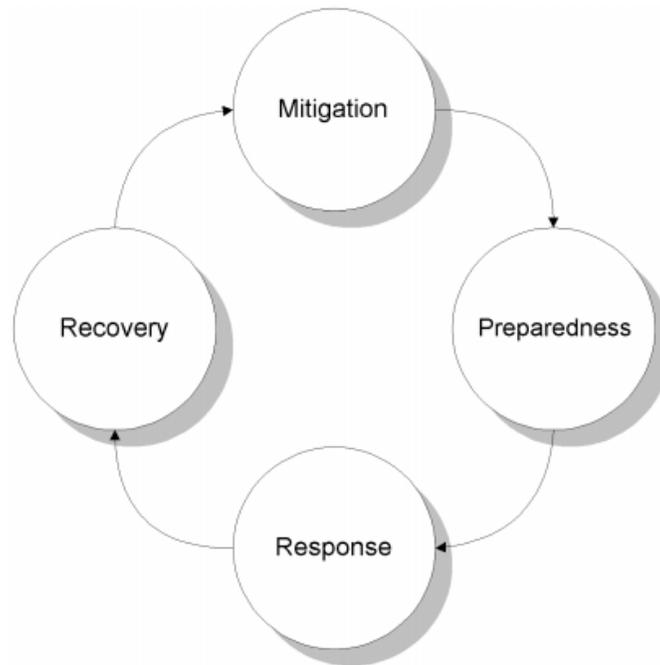
Types of Disasters and Emergencies

FEMA employees face various kinds of disasters and emergencies including earthquakes, floods, terrorist attacks, and radiological emergencies. However, the most common disasters result from weather-related and geological events. Their impact can be localized or widespread among the nation (FEMA, 2021a). Although some of these events can be predicted, the impact of damage can fluctuate significantly. Depending on the severity of the incident, communities can have long-term impacts on their infrastructures such as roads, buildings, and bridges (FEMA, 2021a). According to FEMA, communities may meet threats involving natural forces such as tornadoes, hurricanes, winter storms, droughts, wildfires, landslides, tsunamis, or volcanos (FEMA, 2021a). Technological or man-made disasters include hazardous material releases and spills, acts of terrorism, human trafficking, and nuclear accidents (FEMA, 2021a). Other threats include animal health emergencies, such as outbreaks of a Foreign Animal Disease or world-wide pandemics, such as COVID-19.

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Four Phases of Emergency Management

According to FEMA's website, emergency managers think of disasters as recurring events with four specific phases: Mitigation, Preparedness, Response, and Recovery (FEMA, 2021a).



(The Federal Emergency Management Agency [FEMA], Diagram of four phases of Emergency Management, 2021a).

FEMA allocates these four phases to the nation to mitigate or eliminate loss when disasters do occur.

Mitigation

The first and most effective phase, mitigation, includes actions taken to prevent or reduce the cause, impact, and consequences of disasters or emergencies. This phase can take place before and after an emergency. Individuals may mitigate disasters by tying down homes or barns with ground anchors to withstand wind damage, buying insurance policies before a hurricane or flood, or constructing permanent barriers to control flooding.

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Preparedness

The preparedness phase includes planning, training, and educational activities for events that cannot be mitigated. This may include developing disaster preparedness plans for communities on who to call, where to go, and what to do during an emergency or disaster. Professionals and community members may practice drills or plans, create a list of supplies needed during a disaster, or identify vulnerable areas of disasters.

Response

The response phase occurs in the immediate aftermath of a disaster. The personal safety and wellbeing of others in an emergency and the duration of the response phase depend on the level of preparedness. The response phase may include implementation of disaster response plans, and conducting search and rescue missions of animals, people, and belongings.

Recovery

During the recovery period, restoration efforts occur concurrently with regular operations and activities. However, the recovery period from a disaster can be prolonged given the severity of the disaster as well as the mitigation phase. Recovery initiatives may include preventing or reducing stress-related illnesses and excessive financial burdens, rebuilding damaged structures, and working on implementing more safety or preparedness plans in case of another disaster.

Through the past decade alone, FEMA has actively pursued partnerships with local, state, and federal agencies and professionals. FEMA has coordinated with law enforcement to create the Office of Law Enforcement and Integration with the mission of, “integrat[ing] the law enforcement, private sector security and emergency management communities” (Federal Emergency Management Agency [FEMA], 2021). The Office of Law Enforcement and Integration seeks to advance policy and program implications that affect both law enforcement

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and FEMA together, and increase their capabilities of mitigating and responding to disasters. According to FEMA (2021b), their office enhances internal and external initiatives through partnership, information-sharing, analysis and decision-making support with national security agencies and law enforcement professionals (FEMA, 2021b). The office encourages and supports the Department of Homeland Security (DHS)'s Blue campaign, which raises public awareness about human trafficking (Department of Homeland Security, 2021; FEMA, 2021b). In recent years, due to an mass increase in human trafficking, FEMA felt it was necessary to join with other forces to combat this specific public and social crisis. For more information about DHS's Blue Campaign, please visit <https://www.dhs.gov/blue-campaign>.

Federal Emergency Management Agency's Role

At the federal level of government, FEMA is involved in mitigation, preparedness, response, and recovery activities. The agency also helps states by providing the following initiatives: training and research information on the latest mitigation measures, coordination of state emergency plans against natural disasters, nationwide security plans to protect against security attacks such as terrorism, financial assistance such as flood insurance, and coordination of services or resources for disaster response and recovery activities (FEMA, 2021a). In addition, FEMA may provide supplemental resources when communities and states do not have sufficient resources to protect or assist their citizens. FEMA may restore essential services that can get the local economy going again and meet the disaster-related needs of individuals who are struggling.

Job Positions, Hiring, and Benefits

As employees who help individuals during their most vulnerable moments, they must bring a depth of compassion, strength of character, and integrity to the agency and their communities. FEMA strives to hire individuals who are flexible, accountable, and lead with

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stewardship (FEMA, 2021; FEMA, 2021a; FEMA, 2021c). With a drive to hire individuals representing various communities, FEMA (2021c) does not shy away from hiring those who are veterans, disabled, members of the FEMA Corps, Peace Corps, and Americorps VISTA, students, and recent graduates. The Federal Emergency Management Agency website, <https://www.fema.gov/> provides various job opportunities at all levels. FEMA provides three specific types of hiring positions; permanent full time, cadre of on-call response/recovery (CORE), and reservists (on-call) (FEMA, 2021c). CORE and reservists are employed for under two years, and may be re-hired if needed or if the job entails more work. Those who are reservists or CORE employees are considered the main FEMA workforce during an emergency or disaster, and must be available for travel or deployment for up to 30 days (FEMA, 2021c). However, Cadres of On-Call Response/Recovery employees (CORE) are hired to work for a specific, limited period between two to four years. These positions may be renewed if there is ongoing disaster work and funding is available. For example, during the COVID-19 pandemic by administering vaccinations or running testing centers. Permanent full time employees delegate a certain number of hours a week to be considered full time. Although it varies among specific occupations, FEMA does not require all job opportunities to have an education requirement (FEMA, 2021c). However, it is recommended that employees obtain a Bachelor's degree in a similar or related field such as Emergency Management, Security, Criminal Justice, or Public Health. FEMA provides free courses and training initiatives to help current and aspiring employees to expand upon their knowledge of the field, as well as help grow in their careers. Additionally, the agency allows several benefits to their employees and families such as dentist and vision care, retirement, life insurance, long term health care, flexible schedules, and offered training and career advancements (FEMA, 2021c). Federal employees may also receive generous

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vacation and sick leave benefits, as well as ten paid holidays per year to employees.

Additionally, individuals who also work overtime are compensated for their work. For more information regarding employee benefits, please visit <https://www.fema.gov/careers>.

Unfortunately, FEMA's mission can require employees to deploy around the country when disaster strikes. "The travel required to support emergency operations may be extensive (weeks to months), with little advance notice, and may require employees to relocate to emergency sites with physically austere and operationally challenging conditions" (FEMA, 2021c). Each employee has specific responsibilities that may include irregular work hours, work in different locations than their official duty station where needed, and participate in other duties not specified in the official position description.

Future Job Prospects

Yearly, there are over 200,000 people hired to FEMA nationwide— including its' National Emergency Training Center, Center for Domestic Preparedness/Noble Training Center, as well as ten regional offices located nationwide including but not limited to Boston, Washington, DC., Georgia, New York, California, Colorado, and Texas (FEMA, 2021c). Fortunately for FEMA employees, disasters are recurring and they will never go away. The United States is in constant assistance from FEMA. Those who work in emergency management may face a variety of factors such as threatening or destroyed communities, mortality, physical injury to one's self or others, displacement from communities, distressed individuals, and lost animals or loved ones. Due to the nature of this field, individuals may be subject to severe and traumatic emotional and physical experiences while employed.

Emergency management directors are one of the many job opportunities available by FEMA. Their duties include preparing plans and procedures for response to natural disasters or

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other emergencies, and helping lead the response during and after emergencies (Bureau of Labor Statistics [BLS], 2021). Last year, the average annual wage for emergency management directors was \$76,250 and directors averaged about thirty-six dollars per hour. The typical education level requirement for emergency management directors is a Bachelor's degree. The projected employment rate from 2019 to 2029 is expected to be over 500 individuals, according to the U.S. Bureau of Labor Statistics (BLS, 2021). Employment of emergency management directors is projected to grow four percent from 2019 to 2029, about as fast as the average for all occupations. The importance of preparing for and minimizing the risks from emergencies will help sustain demand and employment for these workers.

Resilience in the Face of Adversity

FEMA faces several challenges including man-made issues such as an increase in natural disasters due to climate change, COVID-19 responses and mitigation plans, terrorist attacks and threats, response to mass shooting incidents, and an uptick in human trafficking cases. Despite new advances in resources and technology, society is ever changing. Although some enhancements are still needed, FEMA has made notable improvements by working closely with Congress and by exercising its extant authority through the federal rule-making process (FEMA, 2021a). FEMA (2021a) has made critical strides on improving its disaster assistance grant programs, consolidating its emergency preparedness grant programs, and simplifying its budget structure. As mentioned earlier, FEMA has also partnered with other organizations to combat the ongoing climate crisis by implementing a Climate Change Action Group, as well as partnering with law enforcement to address those who are victims of human trafficking and preventing further victimization (FEMA, 2021b; FEMA, 2021d). FEMA relies on the people of the United States to provide helpful information about communities and at-risk populations through surveys

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and questionnaires to help better understand ways to mitigate, prevent, and prepare for various disasters. This agency will continue to make changes to adhere to its fellow Americans and their needs.

Importance of Understanding FEMA

It is important that citizens of the United States, especially students, understand FEMA's mission, successes, shortcomings, and challenges faced as a federal agency. As on-going, aspiring, or future professionals coming into the criminal justice field, it is vital that institutions consider the significance of Federal Emergency Management and its role in society. By implementing an emergency management graduate course, it would expand student's knowledge of law enforcement initiatives, response strategies, security planning, and students' overall understanding of emergency management and the field of homeland security. It would better prepare prospective students to understand local, state, and federal government agencies and the overlap of each within the criminal justice field. The proposed graduate-level course may offer insight and expertise to aid students in understanding the complexities of emergency management, security, and government agencies. Students will be able to apply their knowledge to real life situations and domains of emergency management and homeland security.

Proposed Course Description

The title of the proposed course is CRM6050: Law Enforcement, Security, and Emergency Management. The brief course description is as follows: Students in this course will focus on the integration of law enforcement, security, and emergency management. They will study ways to evaluate, assess, and understand an organization or government's response when disasters strike through hands-on training courses, in depth readings, and case analysis on topics, such as human trafficking, mass shootings, terrorist attacks, and security breaches. In this course,

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students will analyze various issues including, tactical and security planning, relocation, evacuation decisions, and law enforcement initiatives immediately before and after an emergency. Students will gain an understanding for how local, state, and federal agencies and policies interact during response and recovery efforts.

By the end of the course, students will be able to explain, understand, identify, evaluate, and apply their given knowledge to do the following; the core principles of emergency management and FEMA, major intentional and natural disasters communities face and where they form, role of law enforcement, first responders, as well as local and federal organizations in response and recovery efforts, the importance of FEMA's core principles, and emergency management policies and implications. Students will be able to apply the learnings through various assessments including weekly readings, in-class lecture and discussions, a required FEMA training course and written responses, bi-weekly check for understanding quizzes, weekly discussion forums, and a collaborative analysis final.

Course Learning Objectives	Assessments
At the conclusion of this course, students should be able to:	These learning objectives will be assessed:
Explain the core principles of emergency management and FEMA (e.g. mitigation, preparedness, response, and recovery) and its role in society.	Through weekly reading, lectures, class discussion, and bi-weekly check for understanding quizzes
Identify and understand major intentional and natural disasters communities face in the United States and how these disasters form.	Through weekly readings, lectures, and bi-weekly check for understanding quizzes.
Evaluating the role of law enforcement, first responders, and local or federal organizations in emergency response and recovery efforts.	Through weekly readings and discussion forums, and the collaborative analysis final.

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Understand the importance of the mitigation of, preparedness for, response to, and recovery from major emergencies and disasters.	Through weekly readings, class discussions, and lectures, the required FEMA training course, and bi-weekly check for understanding quizzes.
Apply given knowledge to situational examples of emergency management policies and implications.	Through weekly discussion forums and engagement with their peers by drawing upon personal, situational, and environmental factors.
Use written and oral communication skills to explain and engage with students'	Through the collaborative analysis final and required FEMA training course certificate and written response.

Credit Justification Explanation

According to the New England Commission of Higher Education (NECHE) policy, the standard is that each credit hour assumes 3 hours of work effort per week per credit hour by the student, usually as 1 hour in class plus 2 hours outside of class. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks.

4 credit hours x 3 hours per week = 12 hours per week x 15 weeks = 180 total hours of work

Credit Justification Statement

Assessment	Hours per week
In-class activities, including lecture and class discussions	3 hours x 15 weeks = 45 hours
Readings	600 pages at 20 pages per hour = 30 hours
Check for Understanding Quizzes (7)	7 quizzes x 2 hours each = 14 hours
Complete FEMA training course and written response	1 course x 1 hour = 1 hour

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Collaborative Analysis Final	4 hours per week x 15 weeks = 60 hours
Weekly Discussion Forums	15 discussion forums x 2 hours each = 30 hours
Total	180 hours

New Proposed Concentration: Global Security and Intelligence

For many students, identifying a concentration to pursue is a serious decision. It helps students expand upon a specific interest within their field of study that they may not cover in class daily. It serves as a time for prospective students to explore and learn more about their discipline and to dive deeper into class material. For students wishing to pursue a concentration in security and intelligence, I propose that Merrimack College considers adding a new concentration to the Master of Science in Criminology and Criminal Justice. It represents a coordinated set of courses which emphasize a subfield of criminal justice; the new proposed concentration will be called *Global Security and Intelligence*.

As part of the Liberal Arts education, the primary goal of the new concentration is to help students connect previous knowledge to new concepts within a subfield of their graduate program. Students will be able to take course electives that touch upon various subjects such as security planning, homeland security, terrorist attacks, emergency response and recovery, transnational crimes (e.g. human trafficking, drug trafficking, and money laundering), as well as federal criminal cases, and civil rights. Future law enforcement personnel, first responders, and those within the criminal justice system may be exposed to these subjects throughout their careers. For example, law enforcement officers have seen a recent increase in human trafficking cases in the United States. This specific concentration may help aid graduate students in understanding the implications, policies, and laws surrounding human trafficking. It is important that we expose students to areas of expertise outside of the criminal justice system. By completing this concentration, students will add a new layer of depth to concepts they may

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encounter. It is beneficial to inform and provide students with meaningful implications of other surrounding fields such as business, management, security, public health, psychology, and science. Students will be able to fulfill a concentration in *Global Security and Intelligence* by completing three prescribed elective courses and an open elective as followed:

- 1) Law Enforcement, Security, and Emergency Management.
- 2) Civil Rights and Civil Liberties in the Era of Homeland Security.
- 3) Transnational Crime.
- 4) Open Elective

Although students are allowed to take any open elective provided that may interest them, students are highly encouraged to take one of the following electives: Criminal Justice Administration and Management, Criminal Law and Procedure, or Race, Ethnicity, and Social Control.

Discussion

Throughout history, FEMA has served as a vital resource to communities and states nationwide during the most distressing times during a person's life. First implemented in 2003 in conjunction with the Department of Homeland Security, the agency continues to help mitigate, prepare, and respond to disasters of all kinds. There are a variety of benefits while employed under the federal government including but not limited to health insurance, paid sick leave, vacations, and dental and vision insurance. Additionally, there are many employment opportunities within FEMA, due to disasters being ever changing. Following September 11, 2001, the Department of Homeland Security has made great strides in providing the nation and FEMA with resources and support against disasters such as wildfires, hurricanes, tornados, droughts, and even the COVID-19 worldwide pandemic. As a result of FEMA's successes and failures, many universities and colleges have created courses to help support the knowledge and awareness of Emergency Management, as well as Global Security. Merrimack College's Master of Science in Criminology and Criminal Justice program does not currently provide courses on

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FEMA, Emergency Management, and Security. This capstone proposes that the Department of Criminology & Criminal Justice considers implementing the CRM6050 graduate course and a new concentration, *Global Security and Intelligence*. This type of proposed course and concentration will allow students to apply, challenge, and consider the implications of various subjects such as intentional and natural disasters, emergency response strategies, human trafficking, security breaches, terrorist threats, money laundering, and the role of law enforcement, first responders, as well as local and federal organizations in response and recovery efforts.

As future criminal justice professionals, graduate students should consider these important global issues as a role they may have to take on within their law enforcement or first responder careers. Law enforcement officers are often responsible for knowing and applying the law, however, this proposed graduate course and concentration would help law enforcement officers better understand the broader policy implications of these laws, and the roles and responsibilities of partnering agencies that they may work closely with during their career. It is imperative that a multitude of organizations and agencies, at all levels, communicate and partner together to overcome these growing global challenges.

References

Department of Homeland Security. (2021). *What is human trafficking?* Blue Campaign.

<https://www.dhs.gov/blue-campaign>

Federal Emergency Management Agency. (2021). *History of fema.*

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Federal Emergency Management Agency. (2021b). *Office of law enforcement and integration.*

<https://www.fema.gov/about/offices/law-enforcement>

Federal Emergency Management Agency. (2021c). *Careers.* <https://www.fema.gov/careers>

Federal Emergency Management Agency. (2021d). *Climate change.*

<https://www.fema.gov/emergency-managers/national-preparedness/climate-change>

United States Bureau of Labor Statistics. (2021). *Emergency management directors.*

Occupational Outlook Handbook. <https://www.bls.gov/ooh/management/emergency-management-directors.htm>

CRM6050: Law Enforcement, Security, and Emergency Management
Merrimack College
Master of Science in Criminology & Criminal Justice
Winston School of Education & Social Policy

Instructor:

Classroom:

Email:

Class schedule:

Phone:

Office hours:

Course Description

Students in this course will focus on the integration of law enforcement, security, and emergency management. They will study ways to evaluate, assess, and understand an organization or government's response when disasters strike through hands-on training courses, in depth readings, and case analysis on topics, such as human trafficking, mass shootings, terrorist attacks, and security breaches. In this course, students will analyze various issues including, tactical and security planning, relocation, evacuation decisions, and law enforcement initiatives immediately before and after an emergency. Students will gain an understanding for how local, state, and federal agencies and policies intertwine during response and recovery efforts.

Required Course Text

Haddow, G., Bullock, J., & Coppola, D. P. (2014). *Introduction to emergency management* (5th ed.).

Adams, T. M., & Anderson, L. R. (2019). *Policing in natural disasters: Stress, resilience, and the challenges of emergency management*. (1st ed.). Temple University Press.

Optional Supplemental Text

Smith, J. (2014). *Crisis management for law enforcement*. (14th ed.). Carolina Academic Press.

Appendix: Syllabus

<p style="text-align: center;">Course Learning Objectives</p> <p>At the conclusion of this course, students should be able to:</p>	<p style="text-align: center;">Assessments</p> <p>These learning objectives will be assessed:</p>
<p>Explain the core principles of emergency management and FEMA (e.g. mitigation, preparedness, response, and recovery) and its role in society.</p>	<p>Through weekly reading, lectures, class discussion, and bi-weekly check for understanding quizzes.</p>
<p>Identify and understand major intentional and natural disasters communities face in the United States and how these disasters form.</p>	<p>Through weekly readings, lectures, and bi-weekly check for understanding quizzes.</p>
<p>Evaluating the role of law enforcement, first responders, and local or federal organizations in emergency response and recovery efforts.</p>	<p>Through weekly readings, discussion forums, and the collaborative analysis final.</p>
<p>Understand the importance of the mitigation of, preparedness for, response to, and recovery from major emergencies and disasters.</p>	<p>Through weekly readings, class discussions, lectures, the required FEMA training course, and bi-weekly check for understanding quizzes.</p>
<p>Apply given knowledge to situational examples of emergency management policies and implications.</p>	<p>Through weekly discussion forums and engagement with their peers by drawing upon personal, situational, and environmental factors.</p>
<p>Use written and oral communication skills to explain and engage with students.</p>	<p>Through the collaborative analysis final, and the required FEMA training course and written response.</p>

Credit Justification Explanation

According to the New England Commission of Higher Education (NECHE) policy, the standard is that each credit hour assumes 3 hours of work effort per week per credit hour by the student, usually as 1 hour in class plus 2 hours outside of class. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks.

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4 credit hours x 3 hours per week = 12 hours per week x 15 weeks = 180 total hours of work

Credit Justification Statement

In this course, students will be expected to complete the following amount of work:

Assessment	Hours per week
In-class activities, including lecture and class discussions	3 hours x 15 weeks = 45 hours
Readings	600 pages at 20 pages per hour = 30 hours
Check for Understanding Quizzes (7)	7 quizzes x 2 hours each = 14 hours
Complete FEMA Training Course and Written Response	1 course x 1 hour = 1 hour
Collaborative Analysis Final Presentation	4 hours per week x 15 weeks = 60 hours
Weekly Discussion Forums	15 Discussion Forums x 2 hours each = 30 hours
Total	180 hours

Assessments

Weekly Discussion Forums	20 %
7 Bi-Weekly Check for Understanding Quizzes	10 %
Collaborative Analysis Final Presentation	30 %
FEMA Training/ Certificate and Written Response (1)	30 %
Class Participation and Engagement	10 %
Total	100 %

Appendix: Syllabus

Assignments

Weekly Discussion Forums

Every week students will write a discussion post based on the week's assigned readings from the textbooks or assigned articles. Students will be able to draw upon previous knowledge, personal perspectives, and current evaluation on the week's readings. The discussion forum will be presented to students at the end of each class period, and will be subsequently posted as open discussion on Blackboard. This is to be completed before the start of the next class period the following week. It is expected that students post between 1-2 pages single spaced on Blackboard. Although the discussion forum is open for interpretation, it is imperative that your responses reflect Graduate-level work. Students should display excellent structure, insight, proper grammar, and research (if required), in each assignment.

Bi- Weekly Check for Understanding Quizzes

Throughout the semester, students will be expected to complete seven bi-weekly checks for understanding quizzes. The quiz will reflect information based on the week's readings and will consist of 25 multiple choice questions. Students will not be able to re-take or make up these quizzes, unless due to a medical or family emergency or religious exemption. Students must notify me prior to the due date of the quiz.

Collaborative Analysis Final Presentation

For your final exam, working in pairs, each of you will be responsible for presenting a collaborative analysis on a topic you and a partner found worthy of further research from the week's assigned readings to the class and myself. You will be graded on the accuracy of the information you present, the questions you pose to the class for discussion, and the creativity of

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your approach. Accordingly, students are encouraged to use this as an opportunity to hone their skills in drafting an informative presentation, and keeping the audience interested and engaged in their work. Your task will be to identify a topic of interest from the class material and create a presentation on your given topic. Examples of topics include (but are not limited to): Hurricane Katrina and its aftermath, the future of Emergency Management, FEMA's recovery efforts towards the COVID-19 pandemic, Emergency Management and terrorist threats, Blue Campaign, DHS, and Human Trafficking.

- You will have the semester to work on this and I will assist you along the way. An individual grade will be added to your final grade for the semester.
- Students will have a powerpoint or google slides presentation between 10-20 slides long and should reference themes touched upon in class, during discussions, and reading assignments.
- If students are interested in a topic that was not covered in class, they may reach out to me prior for approval.
- A reference page of authors and research is required in APA format.

FEMA Training

The last few weeks of the semester we will discuss a variety of topics. Students will complete a required FEMA training course that will be 30 minutes long, with a written response submitted via Blackboard. The written response should be 1-2 pages long, single spaced, APA format that describes what you have learned, what you would recommend for future classes, and one thing you enjoyed from the training. In total, it is expected that students will spend a total of one hour on this assignment. Students will submit their certification to me via email!

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Class Participation and Engagement

Students are expected to participate and stay mentally and physically engaged in classroom discussions and lectures. Students will be graded on their active participation by posing questions, answering questions or debating between peers, and reflecting on the week's readings.

Class Participation and Engagement

You are expected to attend every scheduled class meeting and actively participate in class. If you cannot attend class meetings because of illness, religious exemption, or an emergency, you are expected to obtain missed material from a classmate or to attend my office hours to view lecture slides and activities. Please notify me as soon as you know you will miss a class, recommended **prior** to the start of class.

I expect that all students will come to each class prepared to discuss the assigned reading material and projects. To have a productive discussion, assigned readings must be complete **prior** to the class period and you should come prepared to ask any questions and to provide your opinion on what you read. If you have questions about the course material and assigned readings, please do not hesitate to reach out to me! I am happy to meet with you individually or in groups.

You are expected to participate in class discussions and activities. Class discussions are essential to understanding the course material, so please come prepared to participate in group discussions, debates, and class activities. I also expect that students pay attention and take notes during lectures and activities. You will lose participation and engagement points if you are using your phone, distracting others, sleeping, and/or visibly not paying attention. At the graduate level, I highly encourage class discussion of the material and am genuinely interested in your questions and comments about the assigned readings. Your participation grade will be based not

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only on your preparation for each class period, but the quality of participation you provide during class. This class should be viewed as a safe learning environment for all students to express their thoughts and opinions.

Academic Integrity

Violation of Merrimack College's academic integrity policy will not be tolerated under any circumstances. It is your responsibility to adhere to the College's code of conduct related to academic honesty. This policy is taken very seriously. Should you get caught engaging in such behavior (cheating, plagiarism, etc.) *you will receive a zero for that assignment.*

The Writing Center

The Writing Center offers free writing consulting services to all members of the college community, including graduate students. For more information about the Writing Center https://www.merrimack.edu/academics/academic_support/academic_success_center/writing_center/.

Please note that all writing assignments in this course require the use of American Psychological Association (APA) format. You can access formatting information through web sites such as <https://owl.english.purdue.edu/owl/>

Academic Accommodations from the Accessibility Services Office

Merrimack College provides reasonable accommodations for students with documented disabilities. Students who have, or think they may have, a disability are invited to contact the Accessibility Services Office via the online request form found on the Accessibility Services website at www.merrimack.edu/aso , email accessibilityservices@merrimack.edu or by visiting

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us on the third floor of McQuade Library. Students are encouraged to contact the office as soon as possible to ensure adequate time to meet and create a plan.

Students already registered with Accessibility Services are encouraged every semester to request for their letters to be emailed and students are responsible to then email the PDF to their instructors personally. Accommodations cannot be made retroactively.

Blackboard Ultra and Merrimack College Email

I will use Blackboard to post all course material (i.e. weekly discussion forums, check for understanding quizzes, announcements, assignments, lectures, required reading materials, and grades). You are expected to check Blackboard regularly in order to remain informed of the most recent developments in schedule and assignments. Please make sure that you can receive email at your Merrimack email address and that you check it regularly. If you need more assistance with your email or Blackboard Ultra, please see a representative at Information Technology Services, email AskIT@merrimack.edu , or call 978-837-3500 for more information.

Graduate Grading Policy

Although the graduate grading policy is similar to the undergraduate policy, it should be noted that the expectations for graduate students are much higher and therefore the grading is more rigorous. Candidates for any graduate-level degree must attain a final cumulative grade point average of 3.0 before the degree will be conferred.

- A: “A” indicates outstanding work.
- B: “B” means that the work is satisfactory.
- C: “C” is deemed unsatisfactory at the graduate level.

Appendix: Syllabus

- No more than two courses at the C level (2.0 or higher) will be counted as acceptable toward a graduate degree. Students may be permitted to repeat only two courses, and may repeat each course only one time. Those who receive more than two C level grades will be automatically dismissed from their program of study.
- Any grade lower than a C - will not be acceptable for graduate-level work and cannot be counted as credit towards the degree. However, the grade will be counted toward the graduate student's GPA.
- If a student receives a grade lower than a C in a required course, the student will be required to retake the course. A course may only be retaken one time. The most recent grade will replace the first grade and will be factored into the student's GPA.

See "Academic Requirements and Policies" in the Graduate Catalog at

www.catalog/merrimack.edu.

Grading Scale

A 100-93
A- 92-90
B+ 89-87
B 86-83
B- 82-80
C+ 79-77
C 76-73
C- 72-70

Tentative Course Schedule

Note: As your instructor, I reserve the right to modify the course schedule when appropriate.

All classes will meet at 6:00pm

Week 1: Introductions

- Review of material and groundwork for the remainder of the course. Introduction and overview of course material and expectations.
 - Post a discussion forum introducing yourself, so students and myself can get a better idea of who you are as a student– including where you are from, your educational background, hobbies or interests, and your current or future career goals.
 - Chapter 1: The Historical Context of Emergency Management (pp. 1-30).
-

Week 2: Historical Context of Emergency Management

- Weekly Discussion Forum Chapter 1 Due
 - Check for Understanding Quiz #1 Due
 - Chapter 2: Natural and Technological Hazards and Risk Assessment (pp. 31-70).
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Week 3: Natural and Technological Hazards and Risk Assessment

- Weekly Discussion Forum Due Chapter 2
 - Chapter 3 & 4: The Disciplines of Emergency Management: Mitigation and Preparedness (pp. 71-137).
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Week 4: Core Principles of Emergency Management

- Weekly Discussion Forum Due Chapter 3 & 4
 - Check for Understanding Quiz #2 Due
 - Chapter 6 & 7: The Disciplines of Emergency Management: Response and Recovery (pp. 175- 262).
-

Appendix: Syllabus

Week 5: Core Principles of Emergency Management (Continued)

- Weekly Discussion Forum Due Chapter 6 & 7 Due
 - Chapter 8: International Emergency Management (pp. 263-304).
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Week 6: International Emergency Management

- Weekly Discussion Forum Chapter 8 Due
 - Check for Understanding Quiz #3 Due
 - Chapter 9: Emergency Management and the Terrorist Threat (pp. 305-362).
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Week 7: Emergency Management and Terrorists

- Weekly Discussion Forum Chapter 9 Due

Begin reading “Policing in Natural Disasters: Stress, Resilience, and the Challenges of Emergency Management.”

- Chapter 1: A Close-Up View of the Disasters, Police Departments, and Impact of Disasters on Police Operations (pp. 1-10).
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Week 8: Disasters, Police Departments, and the Impact on Police Operations

- Weekly Discussion Forum Chapter 1 Due
 - Check for Understanding Quiz #4 Due
 - Chapter 4: Missing and Out of Action: A Case Study of Post Abandonment in New Orleans during Hurricane Katrina (pp. 75-101).
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Week 9: Police Response and Abandonment during Disasters

- Weekly Discussion Forum Chapter 4 Due
 - On Blackboard read: Logan, T. K., Walker, R., & Hunt, G. (2009). Understanding human trafficking in the United States. *Trauma, Violence, & Abuse*, 10(1), 3–30.
doi:[10.1177/1524838008327262](https://doi.org/10.1177/1524838008327262)
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Appendix: Syllabus

Week 10: FEMA and Human Trafficking

- Weekly Discussion Forum “Understanding Human Trafficking in the United States” Reading Due
 - Check for Understanding Quiz #5 Due
 - Begin FEMA Training Course and Written Response
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Week 11: FEMA Trainings

- FEMA Training Course and Written Response Due (Blackboard 11:59pm).
 - Send the certification to me via email, and the written response must be posted to Blackboard as a PDF by 11:59pm the night of deadline.
 - Chapter 6: Resilience in the Face of It All (p. 145-163).
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Week 12: Resilience among Law Enforcement during Disasters

- Weekly Discussion Forum Chapter 6 due
 - Check for Understanding Quiz #6 Due
 - Chapter 7: Picking Up the Pieces: Life after Disaster (p. 164-191).
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Week 13: Picking Up the Pieces: Life after Disasters

- Weekly Discussion Forum Chapter 6 Due
 - Chapter 8: Moving Forward: The Role of Management in Mitigating the Challenges Law Enforcement Officers Face (p. 192- 218).
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Week 14: Moving Forward

- Weekly Discussion Forum Chapter 8 Due
- Check for Understanding Quiz #7 Due

*Prepare for Final Presentations

Week 15: Last class (Final Due & In-Class Presentations)