



**DEMS  
3702**

## *Comprehensive Emergency Management Integrating Critical Knowledge with Practice*

*Winter 2022 | Dr. Eric Kennedy & Sophia Craig, MDEM | Tues 2:30-5:30, in-person*

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### **What this course is all about...**

If you were the director of emergency management for a city and a hurricane was heading your way, what steps would you need to take?

If you got called onto your province's Incident Management Team, what would you need to do in the emergency operations centre to keep people from dying?

If your boss told you to plan an exercise for how your business would manage a disaster affecting the supply chain, how would you organize it?

This course is all about getting you ready for the life-and-death, high-pressure decisions you might face in the world of emergency management... and learning more about the field along the way!



Questions? Always email **both**

[ebk@yorku.ca](mailto:ebk@yorku.ca) and  
[scraig@yorku.ca](mailto:scraig@yorku.ca)



No textbook.  
Readings on Moodle.



## Damage in Mississippi after Hurricane Katrina in 2005.

(Image: NOAA, public domain, available at <http://www.katrina.noaa.gov/helicopter/images/katrina-pascagoula2-miss-2005.jpg>)

## Course Purpose

By the end of the course, you should have developed several abilities:

1. You will develop a deep knowledge of core concepts, standards, and practices in emergency management (EM). This means being able to have a conversation with experts in the field (e.g., talking intelligently about the models they're using); to operate effectively in an incident management setting (e.g., slip into any role on an Incident Management Team); and produce key EM products (e.g., emergency management plans or after action reviews).
2. You will develop rigorous critical thinking skills about the practices within the world of EM. This includes things like critically assessing data or models you're given; scrutinizing the strengths and weakness of an emergency management plan; and figuring out how to work within (and improve!) policies and procedures.
3. You will be better able to write in several professional genres, including EM programs & plans, after action reviews, and incident action plans.
4. You will be able to work more effectively with teams to collaboratively manage these stressful situations.

## Readings

Each week, you'll be able to access a variety of readings and resources on eClass. We'd highly recommend at least skimming these before class, as our activities and discussions in class will build upon them. The readings are also testable materials on the exams!

To reduce the costs you face – and because no book is a perfect resource – there is no required textbook in this course. We'll post all readings to eClass. The list there is a definitive guide of what you need to read, and any changes will be communicated at least one week in advance.

## Co-Teaching

Because this course is designed to blend theory and practice, we have developed a co-teaching model for the class. One of your instructors (Sophia Craig) is a full-time practitioner in the field, with extensive expertise leading emergency management programs, while the other (Eric Kennedy) is a full-time faculty member and academic researcher who studies emergency management. By combining these two perspectives, we'll maximize your opportunities to learn and think critically.

When communicating with us via email, please be sure to always email us both. This will help you to get a faster reply, as well as ensure everyone is getting consistent answers.



A composite image showing the evolution of a single tornado.

(Image: JasonWeingart, open access, available at [https://commons.wikimedia.org/wiki/File:Evolution\\_of\\_a\\_Tornado.jpg](https://commons.wikimedia.org/wiki/File:Evolution_of_a_Tornado.jpg))

## In Person Design

Ah, COVID...

The learning objectives of this class demand in-person learning. Many things we teach, like EOC operation and collaboration in IMS structures, require in-person practice to really learn. We also make heavy use of activities like simulations and discussions to maximize class value.

As such, being fully present is critical in either format. The class only works with active participation in discussions. If we're in person, it's important you show up (unless you're sick!) to fully engage. Lectures will not be recorded, but note-taking support will be available if you are unable to attend a session because of illness.

## Assignments

With goals of knowledge, critical thinking, writing in genre, and teamwork, you need to practice these skills in different settings. To do this, we need to combine assessments that (a) test your knowledge of the core material, and (b) show you can apply it to real-world tasks.

Because of the uncertainty around return to campus, we've laid out two different scenarios, based on whether or not we have returned to in-person instruction by Feb 1<sup>st</sup>. If York is still online on Feb 1<sup>st</sup>, we will follow the first grading scheme. If York has returned to campus by Feb 1<sup>st</sup>, we will follow the second (which, please note, requires in-person attendance for two exams and an emergency simulation).

### If we remain online on Feb 1<sup>st</sup>

Deliverable	Weight	Due Date
Incident Action Plan	15% (group of your choosing)	Jan 30 <sup>th</sup> , 11:59pm via eClass
EM Program Workplan	15% (solo or group)	Feb 13 <sup>th</sup> , 11:59pm via eClass
Emergency Plan Comparison	20% (solo or group)	Feb 27 <sup>th</sup> , 11:59pm via eClass
Emergency Exercise Brief	20% (solo)	Mar 20 <sup>th</sup> , 11:59pm via eClass
After Action Review Comparison	20% (solo)	Apr 10 <sup>th</sup> , 11:59pm via eClass
Online Posts	2% each; 10% total	Weeks 1-11; only best 5 count!

### If we return in person by Feb 1<sup>st</sup>

Deliverable	Weight	Due Date
Incident Action Plan	10% (group of your choosing)	Jan 30 <sup>th</sup> , 11:59pm via eClass
Emergency Plan Comparison	20% (solo or group)	Feb 27 <sup>th</sup> , 11:59pm via eClass
Midterm Exam	15% (solo)	Mar 1 <sup>st</sup> , in class
After Action Review Comparison	25% (solo)	Apr 10 <sup>th</sup> , 11:59pm via eClass
Final Exam	30% (solo)	In-Person, during exam period
Exercise Attendance	-15% overall grade if absent	Mar 8 <sup>th</sup> , in class



The splash screen of the Peyta ransomware, used in cyberattacks in the mid 2010s.

## Our Commitments to You

We care about making sure that this course is a good experience for you. No matter who you are, or what perspectives you bring, we want to ensure that you are both challenged by the material and able to learn, grow, and perform to the best of your abilities. We have designed this class to be universally accessible so that everyone can accommodate how they need to, without needing to disclose.

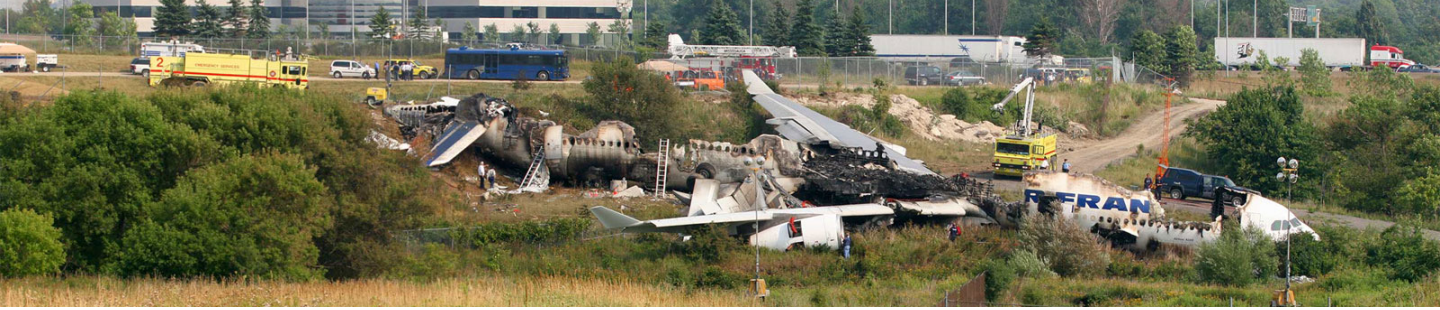
- On all five major assignments (excluding discussion posts or exams), an automatic 24hr extension is available if you need extra time. To take advantage of this, email both instructors before the deadline: you do not need to disclose a reason, nor wait for confirmation. If you need longer than 24hrs, communicate early so we can make a plan.
- For the online posts, you only need to complete five total – so choose the weeks that work best for you! If you choose to complete more, we will count only your best five scores.
- We have clear, transparent criteria in terms of whether we use the ‘online’ or ‘in person’ version of the class.
- To prevent unintentional bias, we grade all assignments blinded. Please never put your name on an assignment or post: student numbers only!
- We will post all slides to eClass within 48hrs after class.
- We will endeavour to reply to all course-related emails within two business days, and ideally quicker. Please always include both professors in your email!

## Your Commitments to Us

As a member of this community, you have a few responsibilities as well:

- If you are struggling to understand material, please talk to us early! We can set up a time to meet (in person or virtually) to help make sure you’re comfortable and confident.
- Academic honesty is **incredibly** important, and this class has a zero-tolerance policy for infractions. You could receive an immediate zero on your assignment (or worse!) if you:
  - > Use an idea without citing it
  - > Copy & paste words without quotation marks and citations
  - > Attempt to cheat/gain unfair advantage
  - > Have someone else do your work for you
- When we are virtual, it only works if we all engage. Please do your best to attend the sessions synchronously whenever possible, and to have your camera on if you’re comfortable with it. And, bring your questions: discussions are better than lectures!
- When we are in person, we need to protect each other’s health. Even if we are not vulnerable ourselves, many of us care for vulnerable people in our work and families. In particular:
  - Please wear the highest quality mask you can, and wear it properly at all times in the classroom.
  - Never come to class if you have symptoms, a positive test, or a confirmed exposure. We will have a system to help ensure you get notes.





Toronto, August 2<sup>nd</sup>, 2005: Air France 358 crashes off the end of the runway at Pearson Airport.

(Image: By Paul Cardin, Creative Commons, available at <https://commons.wikimedia.org/wiki/File:Airfranceflight358.jpg>)

## University Regulations

TL;DR: Talk to us early if there's anything we can do to help you learn, feel comfortable, and succeed!

**Deferred Exams:** Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

DSA Form: <http://www.registrar.yorku.ca/pdf/deferred-standing-agreement.pdf>

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

**Academic Honesty:** The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule:** For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accommodations/>

**Religious Accommodation:** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/edm.woa/wa/reqobj>

### Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.