

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

**COURSE NUMBER – COURSE NAME
EADM 405 – Equitable Emergency Management**

Created by: Jay Roorbach

Updated by:

School of Science, Health, and Criminal Justice

Department: Center for Criminal Justice, Intelligence, and Cybersecurity

Semester/Year: Summer 2022

- A. **TITLE:** Equitable Emergency Management
- B. **COURSE NUMBER:** EADM 405
- C. **CREDIT HOURS:** (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)

Credit Hours: 3
Lecture Hours: 3 per week
Lab Hours: per week
 Other: per week

Course Length: 15 Weeks

- D. **WRITING INTENSIVE COURSE:** Yes No
- E. **GER CATEGORY:** None: Yes: GER
If course satisfies more than one: GER
- F. **SEMESTER(S) OFFERED:** Fall Spring Fall & Spring

G. **COURSE DESCRIPTION:**

This course examines the issues encountered by emergency managers during disasters that may prevent the provision of emergency services and protection to all members within a community. Students will apply emergency management theory to attain protection, response, and recovery strategies that are inclusive of people with disabilities, traditionally marginalized groups, and community members who may speak different languages.

- H. **PRE-REQUISITES:** None Yes If yes, list below:

Junior or Senior Status

CO-REQUISITES: None Yes If yes, list below:

I. STUDENT LEARNING OUTCOMES: (see key below)

By the end of this course, the student will be able to:

<u>Course Student Learning Outcome</u> <u>[SLO]</u>	<u>Program Student Learning Outcome</u> <u>[PSLO]</u>	<u>GER</u> <u>[If Applicable]</u>	<u>ISLO & SUBSETS</u>	
Assess communities to determine all members' ability to access resources before, during, and after disasters.	Students will develop and maintain a comprehensive perspective of emergency and disaster management.		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
Review emergency management theory and plan for inclusive protection, response, and recovery strategies.	Students will develop and maintain a comprehensive perspective of emergency and disaster management.		5-Ind, Prof, Disc, Know Skills ISLO ISLO	Subsets Subsets Subsets Subsets
Evaluate and write emergency management plans and assess compliance with planning guidance.	Students will develop written communications related to emergency management and present projects in multiple formats.		1-Comm Skills ISLO ISLO	W Subsets Subsets Subsets
Review case studies from historic disasters and analyze how inclusive the response and recovery efforts were.	Students will collect, analyze, and synthesize information in making critical judgements, some of which can be time sensitive in emergencies or disasters.		2-Crit Think ISLO ISLO	CA Subsets Subsets Subsets

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

*Include program objectives if applicable. Please consult with Program Coordinator

J. **APPLIED LEARNING COMPONENT:** Yes No

If YES, select one or more of the following categories:

- Classroom/Lab
- Internship
- Clinical Placement
- Practicum
- Service Learning
- Community Service

- Civic Engagement
- Creative Works/Senior Project
- Research
- Entrepreneurship
(program, class, project)

K. TEXTS:

All materials provided to students.

L. REFERENCES:

None

M. EQUIPMENT: None Needed:

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- **Writing assignments**
- **Discussion Boards**
- **Research Paper**
- **Participation**

P. DETAILED COURSE OUTLINE:

- I. Introduction and Overview
 - a. Overview of emergency management theory
 - b. Identification of groups that have special access and functional needs during disasters
 - c. Social vulnerability
- II. Equitable Emergency Planning
 - a. Examples of emergency plans for those with access and functional needs
 - b. Emergency planning for marginalized groups and languages other than English
 - c. Planning for service and other animals
- III. Americans with Disabilities Act (ADA)
 - a. ADA and other federal, state, and local laws that ensure equal access for those with disabilities
 - b. Compliance with ADA in preparedness and response
 - c. ADA compliance during recovery
- IV. Individual Preparedness Resources
 - a. Preparedness resources for individuals and their families with access and functional needs
 - b. Mental health during disasters
- V. Emergency Preparedness and Minority Cultural Competence
 - a. Whole Community planning
 - b. Culturally competent crisis communication
 - c. Culturally and Linguistically Appropriate Services (CLAS)

Q. LABORATORY OUTLINE: None Yes