

American Public University System

The Ultimate Advantage is an Educated Mind

Crisis Management in Higher Education

ADHE644

Credit Hours: 3

Length of Course: 8 weeks

Prerequisites:

Course Description (Catalog)

This course prepares college and university administrators to take effective action during crises, as well as to develop protocols and actions steps that diminish the likelihood for future occurrences. Students examine emergency preparedness that extends confidence in the long-term safety, security, and success of their institutions. Key topics also include threat assessment, hazard mitigation, outcome prediction, and organizational resilience and survival amid natural and human-authored emergencies and disasters. Students will draw upon case studies based on actual events and will discuss risk analysis/assessment and formulation of a comprehensive plan and organizational strategy to alleviate crises and work with support public safety and emergency services agencies during a variety of scenarios, including mass casualty incidents. Risk factors associated with mental health concerns, substance abuse, aggressive behavior, bullying, and violence will also be examined.

Course Scope

The intent of this course is to provide a base understanding of emergency preparedness as it relates to the higher education environment. Areas to be explored will include emergency planning, crisis communications, and general preparedness activities. In addition, we will explore hazard risk reduction and strategies to reduce or eliminate crisis from occurring. Lastly, we the class will explore human needs associated with crisis as it relates to students, faculty and staff in time of crisis.

ADHE Program Objectives Addressed in this Course

PLO2 - Create an effective learning environment that results in student success while honoring social and cultural diversity. (ILO-BI.M.2)

PLO5 - Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities. (ILO-BI.M.3 and CL.M.1)

Course Objectives

After successfully completing this course, you will be able to:

CO-1 Evaluate the history and theories related to crisis management and emergency preparedness. (PLO5)

CO-2 Differentiate the response strategies necessary for particular types of crisis/risk management, including the involvement of the public safety and emergency services agencies. (PLO5)

CO-3 Assess key elements of emergency/crisis management: threat assessment, hazard mitigation, outcome prediction, organizational resilience, natural and human-authored emergencies/disasters, and institutional safety/security. (PLO5)

CO-4 Analyze risk factors related to mental health issues and psychological first aid on campus following a crisis. (PLO2, PLO5)

CO-5 Examine the role of the various institutional stakeholders in crisis/risk management (including the role of the campus chaplain). (PLO2, PLO5)

CO-6 Successfully complete FEMA IS-363: Introduction to Emergency Management for Higher Education Independent Study Course (<https://training.fema.gov/is/courseoverview.aspx?code=IS-363>) (PLO2, PLO5)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Discussion questions by the Wednesday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Course Materials

Course Required Readings: See the Week Course Breakdown.

Fundamentals of Emergency Management, Lindell, Prater, Perry, Federal Emergency Management Agency, Emmitsburg, MD, 15 July, 2006

Evaluation Procedures

Formal Paper – The Role of the Emergency Manager (CO1-3, 5)

- Create a 1200+-word formal paper (APA 7th ed.) that focuses on the role of the emergency manager and supporting team in a crisis. This assignment is worth 12% of the final grade.

Mid-Session Project: Video Presentation – Conduct a Hazard Identification and Risk Assessment (CO2-5)

Write a script (format of your choice) that combines an understanding of The Basic Plan (found at <https://rems.ed.gov/IHEBasicPlan.aspx>) and Step 2 of the 6-Step planning process (in the 6-Step Process Guide from U.S. Department of Education) **related to a campus of your choosing.**

Use the script and any appropriate accompanying visuals (PPT, Images, Graphics) to produce a 4–6-minute video presentation that includes the following sections:

Introduction

The Basic Plan for _____ (institution)

- **Introductory Material**
- **Purpose and Situation Overview**
- **Concept of Operations**
- **Organization and Assignment of Responsibilities**
- **Direction, Control, and Coordination**
- **Information Collection, Analysis, and Dissemination**
- **Training and Exercises**
- **Administration, Finance, and Logistics**
- **Plan Development and Maintenance**
- **Authorities and References**

Understanding the Situation

- **Site Assessment**
- **Culture and Climate Assessment**
- **Behavioral Threat Assessment**
- **Capacity Assessment**
- **Prioritizing Threats and Hazards**

Concluding Words

Create a video based on the script. It is assumed that you are able to record a video on your Smartphone (or equivalent) and obtain a link (preferably “unlisted” but NOT “private”). Upload your script with the YouTube link prominently placed on the first page at the top of your script. This assignment is worth 24% of the final grade.

Signature Assignment – The Basic Plan (CO2-5)

Students will write a **Basic Plan** based on Steps 3, 4 and 5 and the material found in the Guide For Developing High-Quality Emergency Operations Plans For Institutions of Higher Education. The focus of the assignment is to complete a basic plan for either your institution or a campus of your choosing.

The Basic Plan will be based on the guidance found at <https://rems.ed.gov/IHEBasicPlan.aspx>. We will use the data found based on the hazards identified in the Mid-Session project and will include the following sections:

- **Introductory Material**
- **Purpose and Situation Overview**
- **Concept of Operations**
- **Organization and Assignment of Responsibilities**
- **Direction, Control, and Coordination**
- **Information Collection, Analysis, and Dissemination**

- **Training and Exercises**
- **Administration, Finance, and Logistics**
- **Plan Development and Maintenance**
- **Authorities and References**

As with all plans, the document should be double-spaced and is worth 24% of your final grade and should not exceed 20 double spaced, typed pages. The work should include a title and reference page, which is not counted in the page total. An abstract is not required, You should use a style manual to guide your work's formatting -- American Psychological Association (APA) style is the standard,

FEMA Course Verification (CO6)

Students will complete the assigned FEMA training and verify achievement, worth 10% of the final grade.

Discussions (CO1-6)

Please join the discussions each week. Students must post an initial reply to each weekly discussion topic and reply at least twice to other students (or professor) for each topic. Replies must be posted in the week due and replies after the end of the week will not be graded. Discussion Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites. Note that a significant number of discussion topics will incorporate student reflections on the practicum experience and constitute the reflection journal portion of the course.

Discussion Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be substantive.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Follow-up reply to at least two of your classmates (or professor) by 11:55pm, ET, Sunday.
- Replies to classmates should be appropriately substantive in order to advance the conversation.
- All forums/rubrics can be accessed in the Discussion section of the course.

Grade Instruments	% of Final Grade
Weekly forum discussions	30%
Formal Paper – Role of the Emergency Manager	12%
Mid-Session Project (THIRA Project)	24%
Final Plan Development Project (Hazard Plan)	24%
Complete FEMA IS-363: Introduction to Emergency Management for Higher Education	10%

https://training.fema.gov/is/courseoverview.aspx?code=IS-363	
Total	100%

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments, I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking, and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed.
- Critical contemplation, e.g., "grapple" with issues and topics.
- Appropriate use of knowledge learned.
- Imaginative thinking and responses to challenges/problems/issues.
- Exploring underlying assumptions about the lifelong value of education and schooling.
- Clarity of expression and logical connection among ideas expressed.
- Writing that reflects precise and concise thinking.
- Excellent grammar, syntax, and spelling.

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the

week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

“Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The

amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).

- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale		
<u>Grade</u>	<u>GPA / Percent</u>	<u>Description</u>
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	

B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
C-	1.67 / 72-70	Unsatisfactory
D+	1.33 / 69-67	Failing
D	1.0 / 66-64	Failing
D-	.67 / 63-60	Failing
F	0.0 / 59-0	Failing

Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	<p>Student Introductions</p> <p>Introduction to Emergency Management & Identifying Stakeholders</p>	<ol style="list-style-type: none"> 1. Compare and contrast the terms: hazards, emergencies, and disasters. (CO-1, CO-3) 2. Differentiate need for an Emergency Management stakeholder for education-based crisis management policy. (CO-2, CO-5) 3. Compare and contrast Higher Ed stakeholders from social, economic, and governmental groups. (CO-5) 4. Evaluate an emergency management policy process. (CO-2, CO-3) 	<p>See eReserve for Readings and Resources.</p>	<p>Week 1 – Two Discussions: Welcome Discussion, and Emergency Management Basics (CO1-3, 5)</p> <p>(Each initial post must be substantive with at least 2 appropriate responses to classmates.)</p> <p>(Begin work on the Week 2 Assignment that describes the role of the Emergency Manager)</p>
2	<p>Building a risk based Emergency Management Organization</p>	<ol style="list-style-type: none"> 1. Propose an effective campus emergency planning committee. (CO-2, CO-5) 2. Examine an effective emergency management organization and planning process. (CO-3, 	<p>See eReserve for Readings and Resources.</p>	<p>Week 2 Discussion – Campus-Based Collaborative Planning Team</p> <p>W2 Assignment – Formal Paper: The Role of the Emergency Manager (CO1-3, 5)</p>

		CO-5) 3. Explain the role of the Emergency Manager (CO1-3, 5)		
3	Hazard Identification and Risk Analysis	1. Organize hazards/risks into categories. (CO-1, CO-2) 2. Evaluate community vulnerabilities. (CO-3) 3. Create a Hazard inventory. (CO-3, CO-5) 4. Propose emergency management interventions. (CO-2, CO-3)	See eReserve for Readings and Resources.	Week 3 Discussion – Emergency Preparedness [Begin work on Video Assignment due in Week 4]]
4	Building an Emergency Operations Plan Midterm Project	1. Assess/Manage risks of natural and technological hazards. (CO-1, CO-2) 2. Evaluate the five categories of mitigation strategies and how they apply to different hazards. (CO-3)	See eReserve for Readings and Resources.	Week 4 Discussion – Behavior in Emergencies W4 Assignment – Video Assignment: Hazard Identification and Risk Assessment
5	Disaster Response Operations	1. Differentiate how people will respond to disasters. (CO-2, CO-5) 2. Manage resistance to the planning process. (CO-2,	See eReserve for Readings and Resources.	Week 5 Discussion – Disaster Response Operations (Work on Signature Assignment due in Week 7)

		<p>CO-4)</p> <p>3. Design a plan to protect the collegial community and campus structures during hazards. (CO-3, CO-4, CO-5)</p>		
6	<p>Recovery</p> <p>Special Considerations for Higher Ed.</p>	<p>1. Inspect a recovery operations plan (ROP) to ensure effective recovery after a disaster. (CO-2, CO-5)</p> <p>2. Distinguish special considerations in Higher Ed. Environment. (CO-3, CO-4)</p>	<p>See eReserve for Readings and Resources.</p>	<p>Week 6 Discussion – Recovery</p> <p>(Work on Signature Assignment due in Week 7)</p>
7	<p>Clery Act and Emergency Preparedness</p>	<p>1. Assess the Clery Act as it relates to Disaster Operations. (CO-2, CO-3, CO-5)</p>	<p>See eReserve for Readings and Resources.</p>	<p>Week 7 Discussion Educational Programs for Safety and Security</p> <p>W7 Signature Assignment – Research Paper: The Basic Plan</p> <p>[Begin FEMA Certification due in Week 8]</p>
8	<p>Pandemic Preparedness and COVID-19</p> <p>A Case Study</p>	<p>1. Inspect a case study of Coronavirus Disease 2019, COVID-19 (CO-5, CO-6)</p> <p>2. Score completion in the FEMA training</p>	<p>See eReserve for Readings and Resources.</p>	<p>Week 8 Discussion – Pandemic Preparedness</p> <p>W8 Assignment – Complete the FEMA course verification</p>

		module (CO-6)		
--	--	---------------	--	--