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:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>Program Student Learning Outcome [PSLO]</th>
<th>GER [If Applicable]</th>
<th>ISLO &amp; SUBSETS</th>
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<tbody>
<tr>
<td>Assess communities to determine all members’ ability to access resources before, during, and after disasters.</td>
<td>Students will develop and maintain a comprehensive perspective of emergency and disaster management.</td>
<td>5-Ind, Prof, Disc, Know Skills ISLO ISLO</td>
<td>Subsets Subsets Subsets Subsets</td>
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<tr>
<td>Review emergency management theory and plan for inclusive protection, response, and recovery strategies.</td>
<td>Students will develop and maintain a comprehensive perspective of emergency and disaster management.</td>
<td>5-Ind, Prof, Disc, Know Skills ISLO ISLO</td>
<td>Subsets Subsets Subsets Subsets</td>
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<td>Evaluate and write emergency management plans and assess compliance with planning guidance.</td>
<td>Students will develop written communications related to emergency management and present projects in multiple formats.</td>
<td>1-Comm Skills ISLO ISLO</td>
<td>W Subsets Subsets Subsets</td>
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<td>Review case studies from historic disasters and analyze how inclusive the response and recovery efforts were.</td>
<td>Students will collect, analyze, and synthesize information in making critical judgements, some of which can be time sensitive in emergencies or disasters.</td>
<td>2-Crit Think ISLO ISLO</td>
<td>CA Subsets Subsets Subsets</td>
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<thead>
<tr>
<th>KEY</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
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<tbody>
<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
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<tr>
<td>1 Communication Skills  Oral [O], Written [W]</td>
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<td>2 Critical Thinking  Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
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<td>3 Foundational Skills  Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
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<tr>
<td>4 Social Responsibility  Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
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<td>5 Industry, Professional, Discipline Specific Knowledge and Skills</td>
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*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:

- [x] Classroom/Lab
- [ ] Internship
- [ ] Clinical Placement
- [ ] Practicum
- [ ] Service Learning
- [ ] Community Service
- [ ] Civic Engagement
- [ ] Creative Works/Senior Project
- [x] 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 ☐