

Department of Emergency Management Graduate Handbook

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NDSU NORTH DAKOTA
STATE UNIVERSITY

GENERAL INFORMATION

Emergency Management

The discipline of emergency management studies how human beings create, interact, and cope with hazards, vulnerability, and associated events. It focuses its research on the study of how human beings cope with hazard events through activities related to preparedness, response, recovery, and mitigation. The academic discipline of emergency management serves the profession of emergency management charged with protecting "communities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural disasters, acts of terrorism, or other man-made disasters" (Principles of Emergency Management, 2007, p. 4).

Emergency management professionals are employed at each level of government (e.g., city, county, state, and federal) and within various governmental agencies at each level (e.g., Departments of Emergency Management, Departments of Public Health, Departments of Transportation, Departments of Public Works), domestic and international nongovernmental organizations, and businesses.

Through educating students and research, the academic discipline of emergency management also serves a host of other professions such as law, natural resources management, business administration, public administration, social work, and engineering.

History

Involvement in disaster research at North Dakota State University extends back to 1979 when departmental faculty received National Science Foundation funding to study the impact of a large tornado in Texas. The establishment of a specific Emergency Management curriculum, however, began in 2001 when the State Board of Higher Education approved a minor in Emergency Management. In 2003, the State Board approved proposals to offer bachelor's, master's and doctoral degrees in Emergency Management. As a result, NDSU became one of the many undergraduate programs in Emergency Management, one of the few with master's degrees, and the only doctoral degree in the United States that was specifically granted in Emergency Management. The first bachelor's, master's and doctoral degrees were awarded in 2004, 2006, and 2009, respectively.

The degree programs were initially nested in the Department of Sociology and Anthropology. The department was renamed the Department of Sociology, Anthropology, and Emergency Management in 2007 and became its own department, the Department of Emergency Management, in 2010 under the leadership of Dr. Daniel J. Klenow. Leadership of the department transitioned to Dr. Jessica Jensen in 2017. This transition is notable because it marks the first time a tenured emergency management doctoral degree holder became the head of an emergency management department.

The program has five, full-time tenure track/tenured faculty. All faculty hold doctoral degrees; as of Fall 2019, four hold doctoral degrees in emergency management.

Vision and Mission

The Department of Emergency Management understands Emergency Management to be three things: an emerging academic discipline, an emerging profession, and a distributed function.

The emerging academic discipline of emergency management is the scientific study of how human beings create, interact, and cope with hazards, vulnerability, and associated events. The principle method the emergency management discipline uses to understand these topics is integration and synthesis of scholarship from the diverse disciplines that study these issues at the individual and household, organizational, community, national, and global levels in the areas of preparedness, response, recovery, and mitigation. The product of this synthesis is used by scholars to both educate students and guide their own research.

The academic discipline of emergency management serves the profession of emergency management charged with protecting "communities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural disasters, acts of terrorism, or other man-made disasters" (Principles of Emergency Management, 2007, p. 4) in two ways. First, the discipline provides the field with various level, degree program graduates who have been socialized into this synthesized way of thinking and who approach their work with an understanding of the history of the field, the complex nature of the contexts in which emergency management exists, and how evidence might be used to inform practice within context constraints in all of the aforementioned areas. Second, the discipline provides the emerging profession with research in these same areas.

Yet, the emergency management academic discipline also informs the distributed function of emergency management. This phrase, "distributed function", recognizes that emergency management professionals do not "do" emergency management. Instead, the responsibility of "doing" emergency management lies with entities distributed throughout our organizations and jurisdictions at every level. The discipline seeks to educate individuals who will go on to work in organizations, departments, and agencies throughout society so that they may carry through their careers knowledge about emergency management science and how the work they will do relates.

The Department of Emergency Management seeks to educate individuals who will go onto work in and/or otherwise serve the profession with its bachelors, masters, and doctoral degree programs. The Department leverages a variety of minors to engage students who will go on to work in the distributed function.

Our understanding of emergency management and our role as part of the academic discipline has led us to design our curriculum to:

- Clearly reflect a strong foundation in academic scholarship related to individual and household, organizational, community, and national/global preparedness, response, recovery, and mitigation
- Provide consistent opportunities through class activities and projects to apply what students learn, particularly through projects that engage students in our community
- Foster a rich learning environment wherein people with diverse backgrounds and career goals interact and learn from one another
- Be a strong complement with a unique identity that is supplemented by
- Student completion of one or more required internships at all degree levels
- Student pursuit of training specific to their intended career path
- Student development of professional networks
- Faculty professional development mentoring from the start of all degree programs to their completion and beyond

Further, our understanding of our role within the academic discipline has led our faculty to each be deeply committed to being excellent educators, seeking ways to bring about synergy between education, training, and practice, actively engaging with practitioners including through emergency management professional associations, and contributing to the body of knowledge through our own research.

GRADUATE PROGRAM POLICY: MASTER'S AND PH.D. DEGREES

Plans of Study

The plan of study forms for the master's degree and for the doctoral degree are simple but critical documents. They are obtainable from the Graduate School's web page. The forms request a listing of all courses the student has taken, is taking, and plans to take to complete degree requirements. The form also requires the student's advisor and supervisory committee members to sign. More will be said below about these individuals, but their signatures formally identify whom the student has selected for these roles. No other form is required to specify planned courses, advisor or supervisory committee members. Finally, the forms require the signature of the Department Head and the Dean of the Graduate School.

The plan of study forms provide the backbone for the student's entire program. Often students delay completing these forms for fear that changes may need to be made later. However, changes are easy with the appropriate form from the Graduate School's web page. It is better to complete a plan of study form, get it on record and make changes later, than it is to delay its completion altogether.

The master's degree plan of study requires that the student identify the type of master's degree (i.e., M.S. not M.A. for our programs) and the degree option (thesis or comprehensive study) that he or she is pursuing. This plan of study form should be completed by the end of the first year of study.

The doctoral degree plan of study follows the same general structure and serves the same purpose as the master's degree plan of study. Students entering the doctoral program should complete their doctoral degree plan of study by the end of their first year of post-master's degree study.

Timeframe for Degree Completion

The time period required to complete a master's or doctoral degree will vary depending on a variety of factors specific to each student (e.g., the number of credits taken each semester, whether credits are taken over the summer, the number of internship/practicum experiences, the level of engagement with internship(s)/practicum(s), the amount of transfer credits received, research topic and methodology, etc.). In general, students should expect to take a minimum of two years. Completion of a doctoral degree will typically take an additional three years beyond a master's degree.

Graduate Advisors

New graduate students in either the master's or the doctoral program are automatically assigned a temporary advisor – the Department Head. The role of the temporary advisor is to provide new graduate students with guidance regarding classes in which to enroll and answer questions the student may have about navigating NDSU.

Prior to the end of the student's second semester, a more permanent advisor should be selected by each student based on the student's research interests and with the full consent of the faculty member. This faculty member will typically serve as the student's thesis option, comprehensive study option, or dissertation advisor and as chair of the student's supervisory committee. An advisor must be a faculty member of the Department of Emergency Management. Any individual faculty member in the Department of Emergency Management can chair no more than 6 theses or dissertations at one time. Formal identification of a student's advisor is made by submitting a master's degree or doctoral degree plan of study signed by the advisor.

It is the responsibility of the student to replace an advisor if it becomes necessary (e.g., change of research topic, leaves of absence, retirement). Also, a student may opt to change advisors at any time by securing the consent of the new advisor and informing the old advisor.

Supervisory Committees

The supervisory committees for master's degree and doctoral degree programs should be selected no later than the end

of the student's first year in their respective degree program.

At the master's level, these committees must be comprised of at least three members. One member is the student's advisor who must be a member of the emergency management graduate faculty. The advisor and student then select two more members—one from the emergency management graduate faculty and another from the NDSU graduate faculty outside of the department.

At the doctoral level, these committees should be comprised of four members. One member is the student's advisor who must be a member of the emergency management graduate faculty. The advisor and student select three more members, two from department faculty and a fourth from NDSU graduate faculty outside the Department. The Department of Emergency Management strongly recommends that the chair of a graduate student's thesis or dissertation committee be the faculty member with the subject matter expertise most closely aligned with the student's topic.

Once the student and the advisor have identified potential committee members, these individuals should be contacted for their approval. These selections become formalized when the student submits his or her master's degree or doctoral degree plan of study form.

Assistantships

Competitive research and teaching graduate assistantships are a potential source of funding. Assistantship awards typically provide funding for 10 to 20 hours of work per week. Assistantships also typically include a tuition stipend. Awards are based both on applicant merit and on availability of funds—not all admitted applicants will receive assistantships. Information about other sources of campus-based and outside funding are described below.

Graduate assistantships are awarded with the specific intent to assist faculty members with the responsibilities of course instruction and research.

Teaching-related responsibilities may include, but are not limited to:

- Assisting in assembly of lecture materials;
- Preparing and delivering a lecture;
- Assisting in exam construction and proctoring;
- Assisting in meeting student needs (e.g., answering questions and helping students understand course materials);
- Grading and recording grades; and,
- Setting up instructional media equipment.

Research-related responsibilities may include, but are not limited to:

- Conducting a literature review;
- Assisting with research design (e.g., sampling, instrument construction);
- Data collection;
- Coding of data; and,
- Data analysis via computer.

Students on an assistantship are expected to learn as much as possible about the nature of the professional activity to which they have been assigned (teaching or research) and the nature of emergency management as an academic discipline.

Graduate assistantships are awarded on a semester-by-semester basis. Assistantships are contingent upon available funds, and, where applicable prior assistantship performance. The performance of graduate assistants is reviewed at the end of each semester (see Appendix A). Funded students who fail to meet their assistantship obligations or who fail to

make reasonable progress through the program risk having their assistantship revoked.

Students awarded assistantships in the Department receive a stipend (typically, 1/4 time or 10 hours a week, plus a tuition waiver). Assistantships are part-time employment and thus do not include fringe benefits (i.e., health coverage). A student receiving an assistantship must take at least four credits of graduate course work each semester.

Plagiarism

The Department of Emergency Management has no tolerance for plagiarism. The Department of Emergency Management abides by NDSU Policy Manual, Section 335, *Code of Academic Responsibility and Conduct*. For more information about what constitutes plagiarism and how to avoid plagiarizing the Department expects that you will take the Indiana University Bloomington's Plagiarism Training Module. Make sure that you click on the test link and take the test for non-IU students towards the bottom of the test web page.

Participation

The Department of Emergency Management views the period of graduate study as presenting students with unique opportunities for learning and professional development. The Department expects incoming graduate students to immerse themselves in graduate study and participate in a variety of activities including the following:

Body of Knowledge – The Department of Emergency Management expects students to take advantage of the opportunity to explore the emergency management body of knowledge both within and outside of the context of the student's courses. There exists a broad and rich body of knowledge related to how human beings create, interact, and cope with hazards, vulnerability, and associated events and how human beings cope with hazard events through activities related to preparedness, response, recovery, and mitigation. This body of knowledge is represented in countless books, monographs, and journal articles. Students are expected to independently explore this body of knowledge.

Departmental Trainings/Brown Bag Lunches – The Department of Emergency Management periodically hosts academic and/or professional development focused trainings and brown bag lunches. Trainings consist of faculty sensitizing students to information critical to their success in the graduate program (i.e., conducting a literature review in emergency management, the policy and process related to completing a thesis/dissertation at NDSU, landscape of emergency management practice and policy, etc.). Brown Bag lunches are informal events wherein available faculty and students gather to discuss anything emergency management related.

Teaching Mentoring Program – The Department of Emergency Management invites doctoral students to engage in teaching from the start of their time in our degree program where there is goodness of fit. Doctoral students may, where appropriate, engage in the instruction of one or more emergency management undergraduate courses. The typically pattern for those involved consists of:

- Semester One in which Course: Attend the class daily and meet with the course instructor weekly to discuss class structure, content, pedagogy and assessment.
- Semester Two in which Course Offered: Teach class daily independently while the course instructor observed each class meeting. Continue weekly meetings with course instructor to get feedback on instruction and continue dialogues regarding class structure, content, pedagogy and assessment.
- Semester Three in which Course Offered (and thereafter as desired): Teach class independently and listed as instructor of record.

Research Opportunities – The Department of Emergency Management expects students to seek opportunities to participate in ongoing Departmental faculty research and/or to seek opportunities to conduct their own research. This research could be in conjunction with or, in addition to, the student's thesis or dissertation.

Publications – The Department of Emergency Management strongly encourages students to develop articles for publication in emergency management journals. Publication is of particular importance for the professional development and marketability of doctoral students. Students can make valuable contributions to the emergency management body of knowledge by exploring emergency management theory (e.g., articulating theory, exploring methods and methodological issues in the development of theory, analyzing theoretical constructs from disciplines outside emergency management and their application to emergency management, etc.), developing literature reviews that synthesize and integrate the disaster literature from various disciplines, and reporting the findings of original research.

Colloquiums – The Department of Emergency Management hosts a departmental colloquium once a month during the academic year. Our colloquiums are informal settings for faculty and graduate students in emergency management to present their research. The colloquiums represent a unique opportunity for graduate students to present their work to colleagues and faculty at various stages and receive feedback critical to the development of their research. Students are required to attend these colloquiums and to present on the research they are conducting in pursuit of their degree. Students are also required to first present in a colloquium any material they plan to present in a conference outside of NDSU.

Theses and Dissertations – The Department of Emergency Management strongly encourages graduate students to attend the thesis and dissertation proposals and defenses of their colleagues.

Conferences – The Department of Emergency Management expects graduate students to actively seek opportunities to attend both academic and professional conferences related to emergency management. Students are encouraged, where possible, to do a poster or paper presentation at the conferences they attend. Key national conferences the Department would highlight include the FEMA Higher Education Symposium, the International Association of Emergency Managers Annual Conference and Expo, the Natural Hazards Workshop and IRCD Researchers Meeting, and the National Association of Emergency Management Conference. In addition, key state conferences include the North Dakota Emergency Management Association Conference, Minnesota Homeland Security and Emergency Management Governor's Conference, Association of Minnesota Emergency Managers Conference, and Minnesota Floodplain Managers Conference, or, others specific to the state in which a student desires to work upon graduation.

Graduate Travel Funding

Graduate students enrolled in master's and doctoral programs are eligible to apply for travel scholarships from the department to support travels to regional and national conferences in emergency management and the related fields. The travel funds are budgeted based on the department's financial status on a yearly basis. Travel scholarship applications are evaluated using the following criteria with a descending funding priority: 1) presenting research papers or acting as a panelist/discussant at a regional or national conference in Emergency Management or the related fields; 2) presenting a poster at or working for a regional or national conference; and 3) merely attending a regional or national conference. The graduate coordinator will announce the scholarship application in the graduate orientation at the start of each academic year. Students are encouraged to identify the conferences that they plan to attend in the whole academic year and submit a travel scholarship application indicating the travel purposes (e.g., presenting research papers and/or posters, working in a conference panel, etc.) with a list of estimated expenses. The graduate coordinator will facilitate the application process and all the faculty will participate in the evaluation of these applications. Students who receive travel support are required to 1) if presenting, give their presentation to faculty/other students prior to attendance in order to receive feedback; 2) or, if not presenting, give a presentation to faculty/other students upon their return related to what they learned and why it was valuable for them to attend.

The College of Arts, Humanities and Social Sciences and the Graduate School may also have funds available to support graduate student travel.

NDSU Graduate School Policy

In addition to the policy unique to the Department of Emergency Management, students must abide by University-wide policies specified by the Graduate School. The Department of Emergency Management expects students to familiarize themselves with the entirety of NDSU Graduate College Policies.

General Policies

Url: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/#academicstandardstext>

Academic Standards Subpage: Academic Standing, Academic Warning, Academic Probation, Dismissal from the Graduate College.

Graduate Courses Subpage: Graduate Courses, Enrollment Status, Registration for Research Credit, Time Limitations, Continuous Enrollment, Leave of Absence

Family and Medical Accommodations Subpage

Master's Program Policies

Url: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/masters-program-policies/>

Degrees Offered Subpage: Masters of Arts/Masters of Science, Professional/Non-Thesis Degree Programs

Supervisory Committee Subpage

Plan of Study Subpage

Multiple Graduate Degrees Subpage: Multiple Graduate Degrees, Master's Degree with Two Major Areas

Exams/Thesis Subpage: Final Examination, IRB/IBC and/or IACUC Approval

Subsections: Degrees Offered, Committee/Plan of Study, Exams/Thesis, and Plan C (Professional Programs)

Doctoral Degree Policies

Url: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/doctoral-degree-policies/>

Degrees Offered Subpage: Degrees Offered, Residence Requirements, Language Requirements

Supervisory Committee Subpage

Plan of Study/Transfer of Credits Subpage: Plan of Study, Time Limitations

Exams/Dissertation Subpage: IRB, IBC, and/or IACUC Approval, Examinations, Dissertation Video, Dissertation, Filing the Dissertation

English Language Proficiency Procedure for Graduate Teaching Assistants

Link: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/english-language-proficiency-procedure/>

Subsections: Test Score Requirements.

Graduate Student Appeals

Link: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/graduate-student-appeals/>

Subsections: Equal Opportunity, Academic Evaluation, Academic Dishonesty, and Graduate Student Appeals Committee.

Links to Selected Policy from the NDSU Policy Manual

Student Code of Behavior

The Department of Emergency Management expects students to familiarize themselves with the NDSU Policy Manual, Section 601, Code of Student Conduct at <https://www.ndsu.edu/fileadmin/policy/601.pdf>.

Code of Academic Responsibility and Conduct

The Department of Emergency Management expects students to familiarize themselves with the NDSU Policy Manual, Section 335, Code of Academic Responsibility and Conduct at <http://www.ndsu.edu/fileadmin/policy/335.pdf>.

EMERGENCY MANAGEMENT THESIS TRACK MASTERS DEGREE

The Department of Emergency Management offers two tracks in its Master's degree program. The first option—the thesis track—is a research-focused degree track that entails a combination of emergency management coursework and research methods. This option is ideal for graduate students who intend to pursue a doctoral degree in Emergency Management or a related discipline and for those students who want to complete a traditional master's degree. The following pages set out expectations and policy related to this track.

Thesis-Track Learning Objectives

By the time a student graduates with a thesis-track-based master's degree in emergency management from North Dakota State University's Department of Emergency Management, the student should be able to do the following:

- Suggest implications for the evolution of emergency management on policy and practice
- Articulate how threshold concepts of the academic discipline might shape and/or be applied in emergency management endeavors
- Evaluate the opportunities and challenges for emergency management endeavors on the basis of empirical evidence and given the contexts and units of analysis in which emergency management must occur.
- Synthesize academic literature and use it to develop insights, make inferences and/or draw conclusions about key topics within the discipline's purview.
- Identify the major research methods and standards of the academic discipline
- Create new knowledge in a manner consistent with the disciplinary methods and standards
- Assess the significance of this knowledge to emergency management research, practice, and policy

Thesis-Track Degree Requirements

Core: Complete all courses (9 credits)

SOC 700: Qualitative Methods OR COMM 704: Qualitative Methods

SOC 701: Quantitative Methods OR COMM 707: Quantitative Methods

EMGT 720: Emergency Management Theory

Functional Area Core: Complete all courses (12 credits).

EMGT 761: Preparedness Theory and Practice

EMGT 762: Mitigation Theory and Practice

EMGT 763: Response Theory and Practice

EMGT 764: Recovery Theory and Practice

Electives: Select 3 courses from the following list (9 credits).

EMGT 610: Comprehensive Emergency Management Planning

EMGT 620: Hazard, Risk, and Vulnerability Assessment

EMGT 625: World Disasters

EMGT 635: Issues in Homeland Security and Emergency Management

EMGT 645: Understanding Vulnerable Populations in Disaster

EMGT 661: Business Continuity and Crisis Management

EMGT 663: Voluntary Agency Disaster Services

EMGT 696: Seminar (Various Topics)

EMGT 730: Advanced Research Methods

Practicum: (3 credits)

EMGT 795: Emergency Management Applied or Research Practicum

Thesis (minimum 6 - maximum 10 credits, only 6 count toward degree)

EMGT 798: Thesis Paper

TOTAL = 39 credits

Thesis-Track Practicum Notes

Those students lacking in field experience will be expected to complete a 3 credit applied, field-based emergency management practicum; however, students with ample field experience in emergency management will be expected to complete a research practicum to fulfill the practicum credits. A 3 credit practicum requires a minimum of 150 hours of work. The student and his/her advisor will determine the type of practicum a student ought to take. Where a research practicum is determined to be the best option, it may be fulfilled by participating in a member of the faculty's research or by the student conducting his/her own research under the supervision of a faculty member. When a field-based practicum is determined to be the best option, the student's advisor coordinates the placement with the student and monitors performance. The student is required to submit periodic written reports regarding their practicum experience. The number and content of which will be defined in writing prior to initiating the practicum by the advisor. An evaluation conducted by the advisor in cooperation with the organization staff is completed at the end of the practicum. Although most practicums are unpaid, there may be instances where financial compensation is supplied by the organizational sponsor. Graduate credit is given for practicums on a Satisfactory-Unsatisfactory basis.

Thesis Process and Departmental Requirements

Students selecting the Thesis Option are required to complete a research thesis. The purpose of the thesis is to develop and/or to test theoretical propositions. In so doing, a student may: 1) replicate an existing study; 2) analyze an existing pool of data; or 3) develop an original study. A wide variety of research designs may be employed including interview, survey, field, experimental, and/or historical research methods.

Thesis credits are graded S, for satisfactory, or U, for unsatisfactory, progress. At the start of each semester in which one or more thesis credits are taken, the advisor and student must commit in writing to what the student must accomplish related to their thesis work to get an S.

Before the end of the first semester in which a student takes one or more thesis credits the student must present their emerging research idea(s) in a departmental colloquium. Scheduling of this presentation must be done in conjunction with the student's advisor. It is the advisor's responsibility to coordinate scheduling with other department faculty and to ensure that other students are made aware of the opportunity to attend.

Once a student and the student's major advisor agree that the student's thesis proposal is ready, the student will arrange a *proposal hearing* with committee members.

A student must defend their formal thesis proposal by the end of the semester in which they complete their third thesis credit. The hearing affords the student an opportunity to present his/her research ideas and helps clarify the focus of the research. The proposal should be distributed to committee members no less than one week, and preferably two weeks, before the scheduled hearing. After the proposal is approved, the student will carry out the intended research under the direction of their advisor and upon completion will submit the manuscript to the student's supervisory committee for evaluation.

In collaboration with the advisor and supervisory committee, the student will schedule a date for the oral defense of the completed thesis. Distribution of the thesis must take place at least 7 days before the oral defense.

The student must obtain all of the necessary forms for this defense from the Graduate School, and this must be done several weeks before the planned defense date. These forms include Notification of Scheduled Examination form identifying when the hearing will take place. Report of Final Exam, a form for the advisor and committee members to sign

following a successful completion of the defense. The final form to be signed is the Approval page . Depending on the wishes of the committee members, this form may be signed at the time of the defense or later following successful completion of requested revisions.

Possible Thesis Track Program Sequence

The potential sequence in which a student could complete the thesis track master's is as follows (assuming full-time status):

First Year: Semester One

Consult with department head regarding course selection and thesis process
Select advisor to serve as major professor/advisor
Complete and file Plan of Study with the Graduate School Office
Begin to explore possible thesis/paper topics with advisor
Meet with advisor for the purposes of individual professional development planning
Attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings

First Year: Semester Two

Consult with advisor about thesis or paper topic and progress in the area of professional development
Present thesis idea(s) in Departmental colloquium
Satisfy any conditional status requirements
Work with advisor to identify placement for practicum
Attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings

Summer between Year One – Two

Write proposal
Do practicum

Second Year: Semester One

Present Thesis proposal to Supervisory Committee within first two weeks of semester start
Complete proposal hearing and obtain Institutional Review Board (IRB) approval for your research project (if applicable)
Collect and analyze data
Attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings

Second Year: Semester Two

Meet with advisor about job search
Continue to attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings
Complete Thesis in written form
File paperwork related to oral defense of thesis and graduation
Defend Thesis at final oral examination
Revise final Thesis or Comprehensive Study paper in accordance with recommendations from supervisory committee
Make final arrangements with the Graduate School regarding fees and finalization of manuscript

EMERGENCY MANAGEMENT COMPREHENSIVE STUDY TRACK MASTERS

Comprehensive-Track Learning Objectives

By the time a student graduates with a comprehensive-track-based master's degree in emergency management from North Dakota State University's Department of Emergency Management, the student should be able to do the following:

- Suggest implications for the evolution of emergency management on policy and practice
- Articulate how threshold concepts of the academic discipline might shape and/or be applied in emergency management endeavors
- Evaluate the opportunities and challenges for emergency management endeavors on the basis of empirical evidence and given the contexts and units of analysis in which emergency management must occur.
- Synthesize academic literature and use it to develop insights, make inferences and/or draw conclusions about key topics within the discipline's purview.

Comprehensive Track Degree Requirements

Core: Complete all courses (15 credits).

EMGT 720: Emergency Management Theory

EMGT 761: Preparedness Theory and Practice

EMGT 762: Mitigation Theory and Practice

EMGT 763: Response Theory and Practice

EMGT 764: Recovery Theory and Practice

Electives: Select 6 courses from the following list (18 credits).

Group A: Emergency Management Elective Courses (12 credits)

EMGT 610: Comprehensive Emergency Management Planning

EMGT 620: Hazard, Risk, and Vulnerability Assessment

EMGT 625: World Disasters

EMGT 635: Understanding Vulnerable Populations in Disasters

EMGT 645: Vulnerability and Functional Needs in Emergency Management

EMGT 661: Business Continuity and Crisis Management

EMGT 663: Voluntary Agency Disaster Services

EMGT 696: Special Topics

Group B: Critical Thinking and Analysis Elective Courses (6 credits)

STAT 725: Applied Statistics

SOC 700: Qualitative Methods OR COMM 704: Qualitative Methods

SOC 701: Quantitative Methods OR COMM 707: Quantitative Methods

EMGT 730: Advanced Research Methods

EMGT 614: Spatial Analysis in Emergency Management

Practicum: (6 credits)

EMGT 795: Emergency Management Applied or Research Practicum

Culminating Experience: Oral comprehensive exam in final semester

TOTAL = 39 credits

Comprehensive Track Practicum Notes

All comprehensive track students are expected to complete a 6 credit applied, field-based emergency management practicum. A 6 credit practicum requires that the student complete a minimum of 300 hours of work in the field. The practicum credits can be taken all at once and the student can work the required hours in one semester/one summer or split the requirements and related hours of work required into two placements. Practicum experience is available in a variety of areas (e.g., preparedness, mitigation, recovery, response, continuity) and with a variety of organizations (e.g., government, nonprofit, and business). The student's advisor coordinates the practicum experience with the student throughout the practicum including gaining entry to the organization and monitoring performance. The student is required to submit periodic written reports regarding their practicum experience the number and content of which will be defined in writing prior to initiating the practicum by the advisor. An evaluation conducted by the advisor in cooperation with the organization staff is completed at the end of the practicum. Although most practicums are unpaid, there may be instances where financial compensation is supplied by the organizational sponsor. Graduate credit is given for practicums on a Satisfactory-Unsatisfactory basis.

Comprehensive Study Oral Exam

The culminating experience of the comprehensive study track is an oral exam. The oral exam must be scheduled at the end of the semester in which a student takes emergency management course credits. The date for the oral exam must be scheduled by the advisor and student working together. Typically, the oral exam will occur within a regularly scheduled department faculty meeting. The advisor is responsible for coordinating scheduling with other department faculty and ensuring that other students are aware of the opportunity to attend.

The oral comprehensive questions are purposefully broad and designed to allow students to draw upon one or more classes in generating a response. Additional evidence from study outside of classes may be included, but classroom-based knowledge is expected to be the primary evidence relied upon in each response.

The comprehensive exam will be attended by all Department faculty. During the comprehensive exam, Department faculty will ask students three of the following questions over a one hour period:

1. Define [X] threshold concept and explain how the disaster literature has explored the concept; and, articulate how the concept relates to the practice of emergency management. (See Appendix B for the threshold concepts and definitions)
2. Tell us about some of the key *response* research findings and how those findings can inform emergency management practice.
3. Tell us about some of the key *recovery* research findings and how those findings can inform emergency management practice.
4. Tell us about some of the key *mitigation* research findings and how those findings can inform emergency management practice.
5. Tell us about some of the key *preparedness* research findings and how those findings can inform emergency management practice.
6. Tell us about the primary political challenges facing emergency management.
7. Explain why disasters are experienced differently from country-to-country.
8. Explain why we see differences in emergency management across countries.
9. Describe the evolution of emergency management research.
10. Describe the evolution of emergency management policy.
11. Describe the evolution of the emergency management profession.

Students should be able to deliver a 10-15 minute response to each of the questions they are asked. Faculty members will ask students follow-up questions and probes to further explore student knowledge and understanding of each question. Students are allowed to have a beverage, blank paper, and a writing utensil in the exam. Students are encouraged to pause whenever needed or helpful to take a drink. Students are also encouraged to sketch an outline of their response in

the first minute or two after each question is posed.

Following the exam, the Department faculty will excuse the student and discuss whether the student has passed, conditionally passed, or failed to pass. Department faculty will also hold discussion around the extent to which the student demonstrates competency in each of the program level learning objectives for the comprehensive study track. The student who passes the exam may continue on to graduation. Those who conditionally pass must retake the exam within 30 days; and, those who fail to pass will be terminated from the degree program.

Possible Comprehensive Track Program Sequence

The potential sequence in which a student could complete the comprehensive track master's graduate degree program is as follows (assuming full-time status):

First Year: Semester One

Consult with department head regarding course selection

Satisfy any conditional status requirements

Complete and file Plan of Study with the Graduate School Office

Consult with department head about how to prepare for the Master's oral comprehensive exam

Meet with department head for the purposes of individual professional development planning

Attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings

First Year: Semester Two

Select faculty member to serve as major professor/advisor

Consult with advisor about comprehensive exam preparations

Attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings

Summer between Year One – Two

Take six credit practicum

Study for comprehensive study exam

Second Year: Semester One

Meet with the advisor regarding progress in the area of professional development year one and develop goals for year two

Consult with advisor about comprehensive exam preparations

Attend/present departmental colloquia, brown bag lunches and professional association conferences and trainings

Second Year: Semester Two

Consult with advisor about comprehensive exam preparations

Set date for comprehensive exam with advisor

Consult with advisor about job search

File graduation paperwork

Take comprehensive exam

DOCTORAL DEGREE IN EMERGENCY MANAGEMENT PROGRAM OF STUDY

Degree Learning Objectives

By the time a student graduates with a doctoral degree in emergency management, the student should be able to demonstrate:

1. Suggest implications for the evolution of emergency management on policy, practice, and research
2. Demonstrate extensive knowledge of the literature associated with the academic discipline within two of the four areas of specialization within emergency management (i.e. preparedness, response, recovery, mitigation)
3. Synthesize academic literature and use it to develop insights, make inferences and/or draw conclusions about the current state of knowledge (e.g. challenges, opportunities and trends) and the status of theory on key topics within the discipline's purview
4. Formulate approaches to emergency management endeavors on the basis of empirical evidence and the contexts and units of analysis in which emergency management must occur
5. Assess the major methods/analytical approaches and research standards related to the discipline
6. Produce original emergency management research grounded in the literature of the academic discipline and the disciplinary research standards
7. Assess the significance of this research to emergency management research, practice, and policy

Credit from Master's Degrees

The Graduate School allows incoming doctoral students to apply up to 30 credits from a previously earned master's degree. Upon recommendation of the student's advisor, the Departmental faculty will provide input regarding final determination of transfer credit as well as curriculum categories to which credit will be applied. Although up to 30 credits can be approved, depending on the nature of the courses in the student's transcript, transfer credits could be significantly fewer than 30.

Degree Requirements

Students pursuing the emergency management Ph.D. must complete a minimum of 90 credits including a dissertation. The Ph.D. is awarded in recognition of significant depth of understanding and scholarly achievement in emergency management. The recipient must complete all of the required course work (see Ph.D. requirements below); pass two combination written/oral comprehensive exams; complete original research for a dissertation; and successfully defend this research in writing and an oral defense. The student's progress will be evaluated by a supervisory committee that is responsible for reviewing the student's plan of study, dissertation proposal, and dissertation defense.

Theory and Methods (complete all, 15 credits)[\[i\]](#)

EMGT 720: Emergency Management Theory

SOC 700: Qualitative Methods

SOC 701: Quantitative Methods OR COMM 707: Quantitative Methods

EMGT 730: Advanced Research Methods

STAT 725: Applied Statistics

Emergency Management Functional Areas (complete all, 12 credits)[\[ii\]](#)

EMGT 761: Preparedness Theory and Practice

EMGT 762: Mitigation Theory and Practice

EMGT 763: Response Theory and Practice

EMGT 764: Recovery Theory and Practice

Functional Area Specialization (complete two courses, 6 credits)[\[iii\]](#).

EMGT 861: Preparedness Theory and Practice II

EMGT 862: Mitigation Theory and Practice II

EMGT 863: Response Theory and Practice II

EMGT 864: Recovery Theory and Practice II

Emergency Management Elective Courses (complete seven courses, 18 credits).

EMGT 620: Hazard, Risk, and Vulnerability Assessment

EMGT 610: Comprehensive Emergency Management Planning

EMGT 614: Spatial Analysis in Emergency Management

EMGT 625: World Disasters

EMGT 635: Issues in Homeland Security and Emergency Management

EMGT 645: Understanding Vulnerable Populations in Disasters

EMGT 681: Disaster Analysis

EMGT 661: Business Continuity & Crisis Management

EMGT 663: Voluntary Agency Disaster Services

EMGT 664: Disaster and Culture

EMGT 696: Special Topics

Other electives (complete five courses, 15 credits)[iv].

Practicums (complete total of three courses, 9 credits)[v].

EMGT 894: Emergency Management Research Practicum

EMGT 895: Emergency Management Applied Practicum

Dissertation (15 credits)

EMGT 899: Dissertation

TOTAL = 90 credits

Curriculum Requirements Notes

[i] Students will complete 2 comprehensive exams as part of the doctoral degree program. One exam will be to assess student knowledge of emergency management theory and one exam will be to assess student knowledge of methodology.

[ii] **Note: Courses taken at the undergraduate level (400) cannot be retaken at the graduate level (600).**

[iii] Doctoral students must pick two of the four functional areas of emergency management in which to specialize. Each student will take a one semester 800-level course in the areas of their choice with the faculty member that teaches the 700-level course. The purpose of these courses is to provide students the opportunity to deepen and broaden their knowledge of the scholarly literature related to these functional areas. These two courses must follow the completion of the 700-level course in the chosen areas and the two 800-level courses may NOT be taken in the same semester.

[iv] Courses in this section of electives are for transfer credits, prior thesis, comprehensive study, or technical papers completed as part of a master's degree program or additional electives of the students choice such as didactic courses, seminars, independent study, and/or field research. Students may also take an additional credits from Emergency Management Electives above to fulfill this category.

[v] All doctoral students must take a minimum of 3 credits of research practicum. The research practicum can be fulfilled by participating in a member of the faculty's research or by the student conducting his/her own research under the supervision of a faculty member. For every 3 credits of research practicum a student takes, the student must submit a manuscript to a scholarly, peer-reviewed emergency management journal by the time they defend their dissertation. Students also must take 3-6 credits of an applied, field-based emergency management practicum; however, students with ample field experience in emergency management may complete additional research practicum credits to fulfill the 9 required practicum credits. The student and his/her advisor will determine how the credits will be fulfilled in this category.

Comprehensive Exams

Doctoral students will complete two written comprehensive exams and each will require an oral defense. The comprehensive exams will require students to demonstrate their ownership of the body of knowledge in the following areas: emergency management theory and research methods. Each exam will be comprised of between 2 and 4 questions.

The emergency management theory exam will focus on the theoretical foundations of the field broadly understood (e.g., concepts, principles, models, typologies, classifications, etc.). Additionally, students will be expected to demonstrate their knowledge related to theory construction and ownership of key theories and theoretical frameworks that may originate outside or within the discipline of emergency management.

The research methods exam will require students to demonstrate their proficiency in research design and analysis to include qualitative and quantitative approaches. The research methods exam may include qualitative and/or quantitative data that the student will analyze.

Doctoral students should schedule their comprehensive exams with their advisor after they have completed the coursework related to each exam. Students will have a specific timeframe in which to complete each comprehensive exam:

30 days for the emergency management theory exam

30 days for the research methods exam

The student must return their completed exam by midnight of the day due as an e-mail attachment to their advisor and place paper copies of the exam for all faculty in their respective departmental mailboxes the next day. All faculty will have the option to grade all exams.

The evaluation of each exam will be determined by participating faculty through an oral exam scheduled within two weeks of the submission of the completed exam. Leading up to the exam, the faculty will evaluate the response to each question as to whether it is a pass, conditional pass, or fail. Faculty will also assess the quality of each question relative to the list of program level learning objectives associated with the doctoral degree. The oral exam will give faculty the opportunity to engage in a question and answer session with the student and provide the student the opportunity to refine, expand, revise, or otherwise clarify any areas of concern to faculty prior to determining whether the student receives a pass, conditional pass, or fail. Immediately following the oral exam, faculty will share their feedback with one another and come to a consensus on an evaluation of the work. The results will be communicated to the student within one week of the oral exam by my advisor.

If the student passes the exam, the student continues with their degree program. If the student conditionally passes, the student gets one opportunity to rewrite the exam. Conditional passes are only awarded if the student conditionally passes less than half of the questions on the exam. Any other combination of pass, conditional pass, and fail on the exam questions will result in a failure. If the student receives a conditional pass on an exam, he/she has 21 days to rewrite the portion of the exam identified as conditionally passing and the faculty will have 14 days to read the exam and provide feedback to the advisor. If the student fails the exam on their first attempt or conditionally passes or fails on the second attempt, the student will be dismissed from the doctoral program. The option of completing a master's degree is available for students in this situation. Should the student receive a conditional pass or fail on an exam, the advisor will meet with the student to share feedback about performance on the exam.

There is no length minimum or maximum for the overall exams, but that each essay should be at least 12 pages in length excluding the separate bibliography for that question. All exams must be typed in 12 point font with 1 inch margins in a double space format. Exams must be clearly written and edited for errors. The department faculty reserve the right to return exams that have not been professionally prepared.

Extensive citations are expected throughout all of the exams, including ALL question responses. The use of direct quotations must be minimal. All references must be cited in-text and in a reference section in APA format and that the reference section does not count toward the page minimum. Plagiarism rules apply so student must be careful to document all resources appropriately.

Questions on comprehensive exams are not to be shared with other students in the graduate program before, during, or after the completion of any exam. Writing the exam is not a collaborative activity and students must work independently on its content (i.e., mechanics and organization, analysis and evidence). The student is, however, free to solicit help from the NDSU Writing Center to ensure that the writing quality of the submitted document is scholarly and professional.

Dissertation

The purpose of the dissertation is to produce original research. The purpose of the doctoral degree is to develop and/or to test theoretical propositions. In so doing, a student may: 1) replicate an existing study; 2) analyze an existing pool of data; or 3) develop an original study. A wide variety of research designs may be employed including interview, survey, field, experimental, and/or historical research methods. The identification of a dissertation topic normally would occur between a student's second and third year of doctoral study.

Dissertation credits are graded S, for satisfactory, or U, for unsatisfactory, progress. At the start of each semester in which one or more dissertation credits are taken, the advisor and student must commit in writing to what the student must accomplish related to their thesis work to get an S.

Before the end of the first semester in which a student takes one or more dissertation credits, the student must present their emerging research idea(s) in a departmental colloquium. Scheduling of this presentation must be done in conjunction with the student's advisor. It is the advisor's responsibility to coordinate scheduling with other department faculty and to ensure that other students are informed of the opportunity to attend.

Once a student and the student's major advisor agree that the student's proposal is ready, the student will arrange a proposal hearing with committee members.

A student must defend their formal dissertation proposal by the end of the semester in which they complete their sixth dissertation credit. The hearing affords the student an opportunity to present his/her research ideas and helps clarify the focus of the research. The proposal should be distributed to committee members no less than one week, and preferably two weeks, before the scheduled hearing. After the proposal is approved, the student will carry out the intended research under the direction of their advisor and upon completion will submit the manuscript to the student's supervisory committee for evaluation. The student must obtain all the necessary forms for the proposal/preliminary exam from the Graduate School, and this must be done several weeks before the planned proposal date.

In collaboration with the advisor and supervisory committee, the student will schedule a date for the oral defense of the completed dissertation. Distribution of the dissertation must take place at least 7 days before the oral defense.

The student must obtain all of the necessary forms for this defense from the Graduate School, and this must be done several weeks before the planned defense date. These forms include a form identifying when the hearing will take place and a separate form for the advisor and committee members to sign following a successful completion of the defense. The final form to be signed is the cover page of the dissertation itself. Depending on the wishes of the committee members, this form may be signed at the time of the defense or later following successful completion of requested revisions.

Possible Program Sequence

First Year

Select faculty member to serve as major professor/advisor
Consult with advisor regarding selection of members for Supervisory Committee
Complete and file plan of study with the Graduate School Office
Satisfy any deficiencies/conditional requirements
Attend/present at departmental trainings, brown bag lunches, departmental colloquia, professional conferences
Start engagement in the Teaching Mentoring Program

Summer between First and Second Year

Take one or two 800 level functional area courses
Complete research and/or field practicum

Second Year

Consult with advisor about dissertation topic
Begin to develop proposal
Begin comprehensive exam process
Attend/present at departmental trainings, brown bag lunches, departmental colloquia, professional conferences
Engage in the Teaching Mentoring Program

Summer between Second-Third Year

Take comprehensive exams
Write dissertation proposal

Third Year

Defend dissertation proposal first/second week of classes
Complete course work
Complete comprehensive exam process
Complete proposal hearing and **obtain Institutional Review Board (IRB) approval for your research project**
Attend/present at departmental trainings, brown bag lunches, departmental colloquia, professional conferences
Engage in the Teaching Mentoring Program

Fourth Year

Attend/present at departmental trainings, brown bag lunches, departmental colloquia, professional conferences
Engage in the Teaching Mentoring Program
Submit required publication(s) from completed research practicum to scholarly journals
Complete draft of dissertation for dissertation defense
File required paperwork regarding final examination and graduation by appropriate dates
Defend dissertation at final oral examination
Revise dissertation in accordance with recommendations from committee
Make final arrangements with the Graduate School regarding fees and finalization of Manuscript

Appendix A. Graduate Assistant Evaluation Form

GRADUATE ASSISTANT EVALUATION

This form is designed to promote and to track communication among graduate assistants, their supervisors, the Department Chair, and the Department's Graduate Committee. Each faculty member who is supervising a graduate assistant should complete this form each semester three weeks prior to final exam week. Faculty members should do this for each graduate assistant he or she has. These completed forms will be given to the graduate assistant and to the Department Chair. The Department Chair will give them to the Graduate Committee. Information on these forms will be considered in the Committee's recommendations for assistantship renewals from semester to semester. If the graduate assistant wishes to do so, she or he may respond in writing to any comments on this form. These responses should be given to the Department Chair who will forward them to the Graduate Committee. If the supervisor perceives the performance of the graduate student to be unsatisfactory in some fashion, then the Department Chair should try to arrange a meeting that includes, if at all possible, the Department Chair, the faculty supervisor, and the graduate assistant within a week or two of receiving these forms. (The graduate assistant should receive her or his copy of this form prior to this meeting.) Hopefully, this meeting will provide an opportunity to address any misunderstandings that might have triggered the unsatisfactory evaluation. The Department Chair is encouraged to note the results of this meeting in sending this form on to the Graduate Committee.

Term:

Supervising Faculty Member

Graduate Assistant

- Rating: Superior
- Satisfactory
- Unsatisfactory

Comments:

Faculty Supervisor's Signature Date:

Department Chair's Signature Date:

Graduate Student's Signature Date:

Appendix B. Threshold Concepts

The threshold concepts below are important for all students to know. By the end of their study at NDSU, all students at all levels should not simply know the conceptualization of the words used at NDSU, but should also understand the dimensions of the concepts and how the terms related to one another.

It is important to understand that the definitions we are using at NDSU are universally accepted definitions. The terms presented here are defined differently from academic-to-academic, community-to-community, agency-to-agency, and sometimes there are multiple definitions of terms within one higher education institution or agency. The lack of accepted definitions is in large part due to the newness of emergency management as both a function/profession and academic discipline. Over time, the emergency management community will reach consensus on definitions for critical terms; but, we cannot afford to be held back by multiple, competing definitions in this program.

Note: Some of the above definitions were written originally by Jessica Jensen, Ph.D. others were modified from existing sources, and all have been ratified by the faculty in the Department of Emergency Management.

Term	Definition
Hazard	<p>A source of danger or an extreme event that has the potential to affect people, property, and/or the natural environment.</p> <ul style="list-style-type: none"> • Hazards vary by type, frequency of occurrence, and potential range of severity or intensity, speed of onset, forewarning, duration, and geographic scope. • In some cases, hazards are specific to a geographic location or region. • Hazards can originate in nature or from humans.
Vulnerability	<p>The quality or state of being exposed to hazards.</p> <ul style="list-style-type: none"> • Vulnerability can be assessed at the individual, household, community, state, regional, national, and global level. • Vulnerability can be a result of personal, social, physical and/or constructed factors.
Risk	<p>Risk can be thought of the likelihood, or probability, that any given hazard event will occur.</p> <ul style="list-style-type: none"> • Risk is often the product of a calculation using a mathematical formula. • The mathematical formulas often include factors such as hazard, vulnerability, potential/past impacts, and frequency of occurrence. Recently some risk formulas have begun to include population/population density.
Impact	<p>The significance of an event.</p> <ul style="list-style-type: none"> • Impact can be measured as potential or actual consequences. • Consequences could include direct (e.g., lives, property, infrastructure) impacts that we can quantify and indirect damages (e.g., loss of community, decrease in tax base of a community, loss of jobs) that we cannot quantify.
Hazard Event	<p>An incident that results from the interaction between any given hazard and the surrounding human, organizational, institutional, social, physical, and built environment.</p> <ul style="list-style-type: none"> • Hazard events have been described by different words, but the most common terms used to label hazard events are emergency, disaster, catastrophe, and complex humanitarian crisis. • Differences between types of hazard events can understood by analyzing the impacts associated with the event, needs generated by the hazard event, who is involved, how they are handled, and the situational context in which they occurred.

Emergency	Minor events that result in few direct or indirect impacts or needs and/or “an imminent event where the urgency of the situation requires prompt and effective action” (Lindell et al. 2007, p. 2-3). The response to the events is typically carried out by few organizations and handled with “routine” procedures. Both the response to and recovery from these events are typically handled within a short period of time at the local level with local resources.
Disaster	An event that produces more direct and/or indirect impacts and needs than a community can handle alone. The response to and recovery from these events typically involves some combination of individuals and households, organizations, and jurisdictions at the local, state, and federal level. The response to these events involves significant improvisation, emergence, and convergence. The response to these events typically ends within a short period of time; whereas, the recovery period may last years.
Catastrophe	An event that produces more direct and/or indirect impacts and needs than a region or nation can handle alone. The response to and recovery from these events involves a combination of the same entities involved in disaster as well as other national governments, quasi-governmental agencies, and international humanitarian organizations. The response to these events typically evolves over a short period of time; whereas, the recovery period may last years to decades.
Complex Humanitarian Crisis	An event that produces more direct and/or indirect impacts and needs than a region or nation can handle alone. The response to and recovery from these events typically involves a combination of the same entities involved in disasters and catastrophes. Hallmarks of this type of event include that the response to the event evolves over a long period of time (e.g., months, years) and that the end of the response period lies entirely within the social domain (as opposed to other hazard events where response ends because the hazard threat ends and social actions). The length of the recovery process will vary significantly based on any number of characteristics associated with the individual event.
Emergency Management (profession)	Emergency management is the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters (FEMA, Principles of Emergency Management, 2007). <ul style="list-style-type: none"> • This program interprets communities broadly, i.e., including humans, organizations, and government.
Emergency Management (discipline)	The scientific study of how human beings interact and cope with hazards, vulnerabilities, and associated events. The discipline focusses its study on how humans cope with hazard events through the functional areas of preparedness, response, recovery, and mitigation.
Emergency Management (distributed function)	The success of the emergency management endeavor rests on an array of entities and organizations. A variety of entities and organizations have both the responsibility and capability to complete preparedness, response, mitigation, and recovery tasks and activities. Emergency management professionals facilitate their efforts.
Preparedness	State of readiness to respond to, recover from, and mitigate against hazard events. <ul style="list-style-type: none"> • Part of being ready has to do with the characteristics of a person, organization, or community (e.g., for a person their social network is part of their readiness and for a business their how their business operates in general is part of their readiness). • Part of being ready also includes doing things (e.g. making plans) and having things (e.g., acquiring appropriate resources and equipment). • The state of readiness varies from place-to-place, organization-to-organization, and over time.
Response	The immediate actions taken before, during, or after a hazard event to save lives, property, and/or the environment.
Mitigation	Sustained action that reduces or eliminates long-term risk to people and property from hazards and their effects.

Recovery	<p>The concept of recovery is defined as a differential and complex process by which individuals and households, organizations, and jurisdictions seek to restore, rebuild, and/or reshape that which has been directly or indirectly impacted by a hazard event (adapted from Smith and Wenger 2006, 237). It is also a state of being wherein those impacted have restored, rebuilt, and/or reshaped all that was impacted by the event.</p> <ul style="list-style-type: none"> • The extent any entity has achieved this this state can be assessed at any point by comparing their/its pre-event status relative to each dimension of the concept to their post-event status. • Recovery is multi-dimensional. Dimensions of the concept vary by unit of analysis.
Stakeholder	<p>Any individual, group, or government entity that has something to gain or lose from the creation of, interaction with, or coping with hazards, risks, vulnerabilities, and associated events.</p> <ul style="list-style-type: none"> • This program concentrates on four stakeholder groups: individual and households, businesses, nonprofits, and government (local, state, and federal).
Context	<p>The tasks and activities associated with emergency management do not happen in isolation. Context has to do with the interrelated conditions or circumstances within which something exists or happens. Context is highly influential and must be considered when seeking to understand or assess any emergency management phenomena. This program concentrates on three types of context: jurisdictional/organizational, policy, and program (adapted from Lindell and Perry, 2007).</p> <ul style="list-style-type: none"> • The jurisdictional/organizational context includes overall disaster experience, economic conditions, hazards and vulnerabilities, the salience regarding emergency management issues, resource constraints, relationships between entities within the community and levels of government • The policy context includes guidelines for the use of money and other resources, prescriptions for behavior, policy priorities, short and long term policy outlooks, feasibility of policy implementation • The program context includes the staff characteristics and resource level of the emergency management program

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