



Emergency and Disaster Management Master of Science & Graduate Certificates

Institute of Emerging Health Professions (IEHP)
Jefferson College of Health Professions (JCHP)

Student Handbook 2024-2025



Notice of Equal Opportunity

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status, or any other protected characteristic. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

Disclaimer Statement:

The Emergency and Disaster Management program of the Jefferson College of Health Professions reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require, without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the College, its students or its employees or agents.

Diversity Statement:

Jefferson holds itself accountable, at every level of the organization, to nurture an environment of inclusion and respect, by valuing the uniqueness of every individual, celebrating, and reflecting the rich diversity of its communities, and taking meaningful action to cultivate an environment of fairness, belonging, and opportunity.

This Student Handbook serves to share with you certain resources, policies, and procedures that may be useful during your studies in Emergency and Disaster Management within the Jefferson College of Health Professions. While we have attempted to provide you with a comprehensive handbook, it does not stand alone. Students are responsible for understanding the academic policies and procedures of Thomas Jefferson University and the Jefferson College of Health Professions (JCHP). Students are also directed to the policies and procedures contained in the JCHP Student Catalog and the JCHP Student Handbook, which can be found at:

<https://www.jefferson.edu/university/health-professions/student-resources.html>.

Important University wide policies, including the Community Standards and Student Sexual Misconduct Policy, and information on University Services, are found on the Thomas Jefferson University Center Student Handbook website at www.jefferson.edu/handbook.

If you should have any questions throughout your academic career at Jefferson, you are encouraged to reach out to your program director, advisor, or to the Director of Academic Success and the Learning Experience, Julianna Despinos, J.D., at: Julianna.Despinos@jefferson.edu.

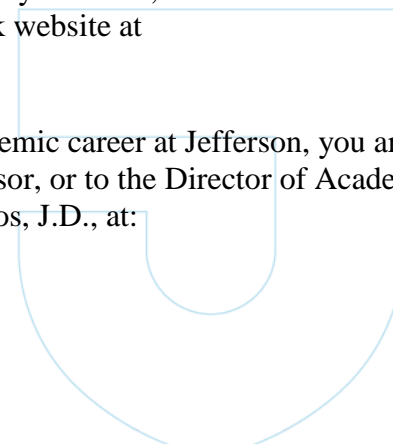


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Welcome and Introduction

Welcome to the Master of Science in Emergency and Disaster and Emergency Management and Graduate Certificate programs at Thoms Jefferson University. The goal of these programs is to provide you with the knowledge and resources to become the next generation of emergency management leaders and scholars.

The MS in Emergency and Disaster Management focuses on a comprehensive foundation of emergency and disaster management principles and practice. The program recognizes that there is an overwhelming global need to educate professionals whose expertise will be needed to prepare for, respond to and recover from natural and human-caused disasters. Through experiential learning and intensive online work, learners apply written and verbal communication skills, research analysis, interdisciplinary collaboration, and critical thinking to operational approaches of emergency and disaster management.

This handbook will assist you in identifying the resources you need to be successful, as well as whom to contact if you run into difficulty accessing material or with technology issues.

MS in Emergency and Disaster Management Program Overview

Mission

To provide a highly effective educational experience and to develop the next generation of emergency management leaders and scholars.

Program Goals:

Graduates from the Master of Science in Emergency and Disaster Management will be able to:

1. Apply information from the core subjects in emergency and disaster management to prepare for participation in the global response community.
2. Effectively communicate in written and oral formats complex, analytical emergency response needs, analysis, plans, and policies.
3. Analyze the current literature to discuss the practice of disaster management and contribute to the knowledge base.
4. Apply multi-disciplinary and collaborative approaches to integrate theory and practice to inform the management of potential disasters, and to prepare for future disasters using an all-hazards approach.
5. Introduce/change to the field by using a strong foundation in the history and practice of disaster management to anticipate future directions.
6. Apply core information to develop and implement a systematic approach to exercise development, evaluation, and post exercise evaluation activities.

Structure of the Program:

The program requires:

- 36 credits—12 courses at 3 credits each with exception of the Capstone courses, which consists of 3, 1 credit courses. The program is structured around three terms a year. Spring (15 weeks), Fall (15 weeks) and Summer (12 weeks). It is anticipated that students will complete one to three courses each term. Although only one course per semester is necessary to remain active in the program. The design of the program allows flexibility in

course progression and is structured to accommodate adult learners with competing priorities. Students are also required to successfully complete EDM 700 on campus week worth 0 credits. EDM 700 is typically offered over the summer semester and is taken in conjunction with EDM 639.

There is no thesis requirement but there is a Capstone experience that provides the opportunity to integrate your learning and professional background/life experience into an original research work or substantive project. Capstone guidelines are presented in the Student Center on Canvas.

Notes on Course Sequencing:

- The MS in Emergency and Disaster Management requires a considerable amount of work and study. It is recommended that less than full-time students take no more than two courses per semester especially students with other competing priorities.
- EDM 610 – Foundations in Emergency Management
 - EDM 610 is a prerequisite for several courses and typically required during your first semester in the program; please refer to the table below for other course prerequisites.
- EDM 639 – Principles of Exercises and Drills
 - Students should complete 4-6 courses prior to enrolling EDM 639 to ensure a solid understanding of EDM core principles. EDM 639 and EDM 700 – On-campus week are only offered during the summer semester and must be taken together.
 - These courses all share the week's activities so please arrange to schedule these courses for the same summer. You will need to have time to complete the online materials from the beginning of the summer term until arriving on-campus. (As in all EDM courses, there is significant material to be covered in the online process prior to the campus experience.) After the on-campus week, there will be more online work and several assignments to submit to wrap up the courses.

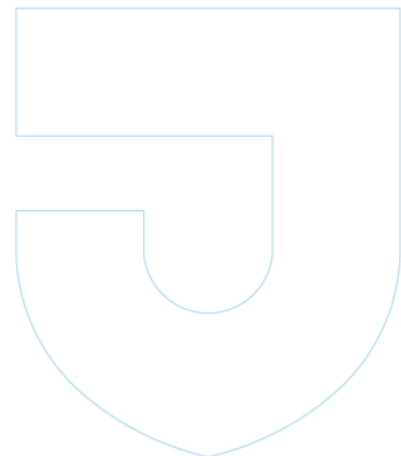
The **Student Center in Canvas** serves as a communication tool for the program, and in addition your university email is how faculty will share information. Students should check Canvas frequently to see program information, conferences, job postings, textbook lists and shared resources.

The Program is delivered in two methods – in person and online (online only after Fall 2024).

1. The online format is useful to domestic and international students. This actively engaged process involves research, discussion boards, webinar chats, and a variety of assignments. Online courses require motivation, a high degree of discipline and requires students demonstrate their course attendance through the completion required assignments. To be successful, students should be prepared to fulfill the weekly reading assignments, review materials in Canvas each week, and complete homework to be prepared to interact and exchange thoughts and ideas. In general, students should plan 10 -15 hours for study each week per course.
2. The second delivery method is a classroom-based option, particularly popular with those from other countries, since it allows students to come to campus to study in a full-time

program. This more traditional academic method allows students to complete the program by registering for class sections that combine in-person classroom seminars and activities with supportive material in the Canvas learning management system. Using the University resources and our academic partners, we have designed the classroom-based course sections with opportunities to explore and discuss pertinent topics during each term. The design of the on-campus model fulfills the U.S. Federal Government fulltime status requirements for F1 student visas.

All students are required to participate one time in a 6.5 day on-campus and exercises week. Students must be enrolled in Principles of Disaster Exercises & Drills to attend the on-campus week. The on-campus conference week (EDM 700) will include local travel and overnight stays. Students will participate in live lectures, hands-on skills labs, role-playing seminars, disaster drills and a tabletop exercise.



Emergency and Disaster Management: Course Planning Tool

Using this form, create your course schedule for the next few terms. Use with current Course Offerings Calendar. **You need 36 credits to graduate.**

<u>Fall Term</u>	<u>Spring Term</u>	<u>Summer Term</u>

<u>Fall Term</u>	<u>Spring Term</u>	<u>Summer Term</u>

Core Required Courses (Must take all 9 courses)

- EDM-610 – Foundations of EM (first course)
- EDM-631 – Organizational Management and Communication in Disasters
- EDM-635 – Psychological Aspects of Disasters
- EDM-639 – Disaster Exercises and Drills (pre-requisite EDM 610, EDM 651)

- EDM-700 – EDM Conference week concurrent with EDM 639.
- EDM-640 – Logistic Management for Disasters (
- EDM-643 – Public Health Implications of Disasters
- EDM-651 – Applied Research Methods and Statistics
- EDM-751, 752, 753 – Capstone Experience in EDM (must have EDM-610, EDM-631, and EDM-651)

Course Electives (Choose any 4 courses)

- EDM-612 – Foundations of Homeland Security and Defense
- EDM-613 – International and Humanitarian Disaster Management
- EDM-615 – Hazardous Materials
- EDM-617 – GIS in Emergency Management
- EDM-619 – Natural Disasters
- EDM-623 – Weapons of Mass Destruction

- EDM-624 – Business Continuity: Risk
- EDM-625 – Business Continuity: Planning for a Crisis
- EDM-626 – Business Continuity: Recovery
- EDM-627 – Principles of Terrorism
- EDM-648 – Vulnerable Populations in Disasters
- EDM-649 – Healthcare Emergency Management
- EDM-653 – Clinical Disaster Medicine (Healthcare professional or permission of instructor)

Graduate Certificate in Emergency and Disaster Management

For working professionals seeking a less intensive educational experience, a Certificate in Emergency and Disaster Management is available. This certificate involves core material in Emergency and Disaster Management. The certificate requires you to take three (3-credit) courses.

Two courses required:

- EDM-610 – Foundations in Emergency Management
- EDM-640 – Logistics Management for Disasters (please complete EDM 610 prior to enrolling)
- For your third course, choose any of the EDM courses that are available.

Course Number	Name of Course	Term Registered	Completed
EDM-610	Foundations of Emergency Management		
EDM-640	Logistics Management in Disaster		
EDM	One EDM course of your choice		

9 credits



Graduate Certificate in Business and Organizational Continuity

Each year, nearly one in five businesses will face a major disruption such as data loss due to power outage or a natural disaster that destroys an office, an entire facility or a unit of government. The Graduate Certificate of Study in Business Continuity is designed to provide awareness of and to integrate methods of recognition of vulnerability and the effects of risk and steps inherent to effective recovery. The Certificate is granted after completion of three (3-credit) courses:

- EDM-624 – Organizational Risk and Crisis Management
- EDM-625 – Business and Crisis Continuity
- EDM-626 – Organizational Recovery Preparation and Planning.

This course sequence is designed for working professionals interested in Business Continuity issues as well as those pursuing the full Masters Degree sequence in Emergency and Disaster Management. Courses are offered on-line.

Course Number	Name of Course	Term Registered	Completed
EDM-624	Organizational Risk and Crisis Management		
EDM-625	Business and Crisis Continuity		
EDM-626	Organizational Recovery Preparation and Planning		

9 credits



Technology Issues

For the online portion of the program, students need to ensure easy access to all of the resources. Students must have access to a computer with the following features:

- Windows operating system or Mac with the Office Suite (*EDM 617 Disaster Mapping course a PC is required for the mapping software.)
- High-speed internet access
- Microsoft Office 365 for PC or Mac (Available through the University for all students at no cost.)

Mac users should utilize Firefox or Chrome as their web browser.

The Disaster Mapping course utilizes GIS course software that is not compatible with Mac. Students taking the Disaster Mapping course must have routine access to a PC.

*The program has a limited number of PC laptops that can be borrowed on a first come, first served basis. *

The following productivity software (document and spreadsheet creation and presentation applications) for the mobile device requirement is *highly* recommended for all students:

- Microsoft Office Professional (discounted for Jefferson students at <http://www.journeyed.com/select>) OR
- Google Apps (free at <http://www.docs.google.com>)
- Office 365 can be downloaded at no cost to students at this link: <http://www.eastfalls.jefferson.edu/oir/Students.html>

The Technology Help Desk, is located in the Gutman Library, lower level. Technology issues may also be submitted by e-mail to EFHelpDesk@jefferson.edu or by calling the Technology Help Desk at 215-951-4648.

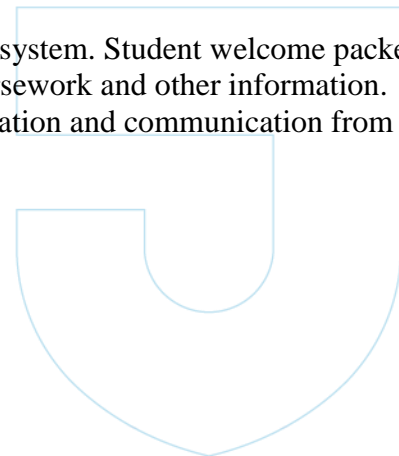
The Office of Information Resources (OIR) provides additional resources and helpful hints for new students through the OIR webpage www.eastfalls.jefferson.edu/oir/

Technology policies and hours of operation for the Help Desk can be found at

<http://www.eastfalls.jefferson.edu/oir/TechnologyHelpDesk.html>

The Help Desk is staffed 24 hours a day. After normal work hours it is answered by a call center. If the Help Desk/call center cannot resolve the issue, students should contact their instructor and make them aware of the technology issue.

The EDM program utilizes the Canvas, learning management system. Student welcome packets include information on how to access and use Canvas for coursework and other information. Students are encouraged to routinely check Canvas for information and communication from faculty.



Online Learning

If you have ever taken an online course, you have learned that it's not as easy as it sounds. This style of learning forces you to be structured, disciplined, and motivated to learn. Since you can access the material 24/7, you can review it at your convenience. Each syllabus will set specific deadlines for assignments, discussion boards, and chats. In order to gain the most benefit, we recommend that you set aside 2-3 blocks of time each week of class to review the announcements, course content and discussion boards. Your thoughtful response and postings provide the opportunity to increase the depth of material and continue a dialogue with your classmates and faculty. You will find the discussions move quickly and the topics within the discussion change with the input received. If you miss a few days, the thread of the discussion will be different. Postings need to be substantive and demonstrate critical thinking with well referenced notations.

The expectation is that you will respond to the discussion boards, complete individual and group assignments as directed in the course syllabus. A good rule of thumb is to check Canvas, course announcements, and University email several times each week during the semester. Some courses may include a live virtual discussion (LVD) that may require additional scheduling.

Faculty will frequently post announcements, new materials and links in Canvas, Jefferson's online learning management system. Navigating the site requires practice and students should become familiar with the sections in each class. The [Canvas Student Center](#) serves as a communication tool for the program. Check it frequently to see program information, conferences, job postings, textbook lists and shared resources. In addition to your university email, this is how faculty will share information.

All formal communication will come through university email. Students should make a habit of checking their university email often. The University requires a change of password every 120 days to ensure security. If for some reason students miss the 120-day period, students will be locked out of the system. The following link will direct you to the site to update University passwords: <http://www.eastfalls.jefferson.edu/oir/>

Artificial Intelligence (AI)

Increasingly, AI is embedded in commonly used software applications and web browsers. AI is a beneficial tool but, its use does not come without risks. Like any other software application, AI is subject to a number of shortcomings. AI produced material is subject to bias, false or poorly sourced references, and potential copyright infringements. Therefore, it is important that students utilize AI applications as an additional tool rather than the producer of a final product. It is unrealistic to fully restrict the use of AI in Discussion Board posts, papers, and other projects. However, the use of AI is limited to 10% of the work to be completed. Student assignments that go above this percentage will receive additional scrutiny and may result in the rewriting of work or in extreme cases be subject to the University's plagiarism policy.

Writing Style

The program has chosen to use the APA style of writing. Refer to the Publication Manual of the American Psychological Association, 7th Edition (2020). There are several software programs you can purchase that will assist you in formatting your work.

Additional resources are found on the *University Academic Success Center Website*, that offers a link to the APA website as well as other valuable information and advice. The link can be found here at: <https://www.jefferson.edu/east-falls/academic-success-center/writing-assistance/writing-resources.html>.

This website includes:

- Comprehensive, up-to-date documentation information for APA.
- Information about tutoring and advising services

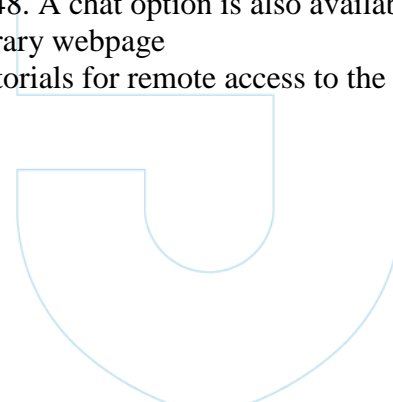
Another popular site for APA is <http://owl.english.purdue.edu/owl/resource/560/01>. There are software programs to template your work into APA required settings. Explore these as desired.

Textbook and Resource Access

Students need to obtain the necessary textbooks before the class begins to have the necessary materials to be successful. The textbook list is posted during the registration process. Students may use the University bookstore <https://www.jeffersoncampusstore.com> or other commercial bookstores. Remember to use the correct version as chapters and page numbers may change. The University receives no benefit from any publisher or vendor and the EDM program has no financial relationship with any publisher. The University provides many resources to students but, it is ultimately the student's responsibility to have all necessary course materials. Classes are typically opened in Canvas one week before the start of the term to provide students with access to the reading requirements for the first week. It is recommended that students take advantage of the early access to maximize time to complete required reading and other assignments.

Library Resources

The Gutman Library is an invaluable resource that allows student access to a variety of relevant information resources. Accessing the electronic searches are easy and always available for students. Remember to use your campus key email when communicating with the library. If reference materials are not available in the electronic system, library staff can arrange an interlibrary loan. The library staff will work with students to ensure that needed materials are made available. If reference materials cannot be located through Jefferson University resources, please email AskGutman@jefferson.edu or phone 215.951.2848. A chat option is also available online during office hours and can be accessed through the library webpage www.eastfalls.jefferson.edu/library This site also provides tutorials for remote access to the library, accessing different databases and RefWorks jefflibraries.libguides.com/c.php?g=32645&p=1498547



There is also a webpage developed specifically for the Emergency and Disaster Management program and provides a number of resources tailored to EDM program topics. Journals, books, and other resources are found on the tool bar on the homepage jefflibraries.libguides.com/dmm

SAGE is a multidisciplinary collection of databases that includes access to in: Communication and Media, Marketing, History, Gender Studies, Criminal Justice, Health Sciences, Materials Science, and much more. To search the complete SAGE database on campus or remotely, go to: <http://journals.sagepub.com/> or look for “SAGE Journals Online” on the menu of databases on the Gutman Library homepage <http://library.jefferson.edu/gutman.cfm>
A list of all SAGE titles available to students can be found on the SAGE webpage online.sagepub.com/browse/by/title?source=available.

Required On-Campus Experience

Who, what, when and where?

All EDM students are required to participate in the on-campus experience. Students will attend when enrolled in EDM 639 Disaster Exercises and Drills and EDM 700 EDM conference week. The dates of the on-campus week will be provided at the time of course registration. The on-campus week is an intensive week with limited down time. Students should plan accordingly to minimize other outside responsibilities.

Transportation:

Each student is responsible for their transportation to campus. The City of Philadelphia and the University are easily accessible but, at times, parking is a challenge.

Housing:

Student housing is available on campus for the week. It is recommended that students utilize student housing or other housing options if they are not within a one-hour drive time of the East Falls Campus. Additional information regarding reserving housing will be provided after registration for the term.

Dates:

Dates will be established early to allow students ample time to plan for the week.

EDM Capstone

The final experience of the Master of Science in Emergency and Disaster Management is the Capstone. The Capstone is intended to provide an opportunity for students to focus both practical and research interests into one significant work. Students will begin to develop their Capstone early in their coursework with EDM 751, and continue to refine and deliver their Capstone in EDM 752, and EDM 753 respectively. Students are required to locate a faculty mentor before registering for EDM 751 as the faculty mentor is required in all Capstone courses.

General Description and Project Choices:

Students will complete a project that demonstrates the integration of academic materials into real life situations. The capstone integrates knowledge and skills developed throughout the entire

program. The project will involve choosing a topic; performing a thorough review and analysis of current research literature on the topic; and producing an original written manuscript.

There is considerable room for creativity in the final product and careful thought should be given to the substance of the capstone. All capstones will involve a thorough literature search, an analysis of the current research, integration of multiple facets of Emergency and Disaster Management and completion of a substantial written product. Early and continuous contact with the faculty mentor is encouraged and required.

The experience will culminate in an oral presentation to faculty and participants and written submission of the final project. Work will be judged by a Capstone Committee. The Committee is responsible for recommending revisions and providing input to assist in determining the final grade. The project is graded on a credit only basis, not using traditional letter grades. Possible outcomes include full approval, approval with recommendations for revision, or return for substantial modification.

The Capstone will be developed under the guidance of a faculty mentor. Capstone projects cannot be started without the prior submission of a student/faculty mentor agreement, and project proposal document to the Program Director. Students must integrate knowledge of basic principles of disaster management, organizational dynamics in disasters, statistics, research methods and disaster planning into the project. All data collection involving human subjects will need approval of the Institutional Review Board (IRB) of Thomas Jefferson University. It is imperative given the schedule of the IRB that students schedule adequate time to write the IRB application and allow one full term for the University IRB committee to review the application.

Details:

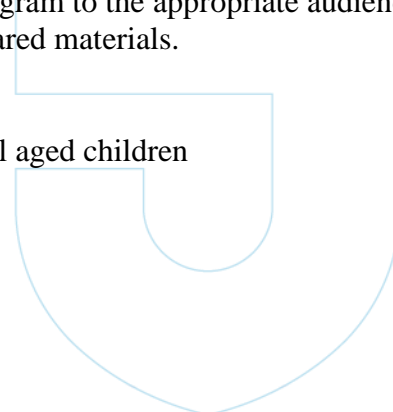
Students develop a project concept based on one of the options described below at the start of the sixth course in the program. Contact The Program Director for advice and consultation at the beginning of the sixth course. General capstone webinar sessions will be held throughout the year. RSVP to the announcement so we know who is attending. The chat sessions serve to answer questions and discuss ideas.

Choose your project area from the following or request an individualized plan:

- * **Educational Experience:** This experience includes guided self-paced instruction in the fundamental tools utilized in education for students wishing to pursue a project that delivers an educational program. Students will learn how to: conduct a needs assessment, write behavioral learning objectives, prepare an assessment tool, prepare class materials, prepare AV presentations using new technologies, and present a lecture or training experience. They will create the opportunity and present this educational program to the appropriate audience. Students will keep a portfolio of their experience and prepared materials.

Example:

- Disaster education to middle school or high school aged children



- * **Community Service Experience-** This option will provide students with an opportunity to work closely with community organizations to identify significant disaster related issues. In addition, the student is expected to provide education services on a topic of the student's interest within the community, while enabling students with the skills to develop, implement and evaluate community disaster initiatives. Students will keep a portfolio of their experience and prepared materials.

Examples:

- Creating a nutritional program for disaster relief workers as well as shelter coordinators
- Creating an original disaster plan for some unit of government or other appropriate agency. This project will be all-inclusive and will address every component within this type of document. It should not be a plan for a fictitious location, however. In some cases, the plan may be a total revision of an existing plan; however, if this approach is taken, it will be necessary to show both the existing and desired configurations and justify the suggested changes. This document is, by its nature, very significant in volume, given the objectives of comprehensive disaster plans.
- Creating a detailed grant application-type narrative that presents a new initiative for an agency involved in disaster management. This document will contain the standard elements of need, substance, methods, personnel and budget that would constitute a framework for a real grant for use when the opportunity for real grant submission arises. The funded project focus *must be innovative* and very well documented. Ideally this would be submitted to a grant agency.

- * **Writing Experience:** Students will perform a thorough literature review on one topic of interest. They will utilize this information to prepare an article for journal submission using accepted formats and the principles of evidence-based writing. (This is not just writing a paper, this is an analytical review and creation of new ideas and materials of publishable quality, a systematic review process.) Students will present their work orally to fellow students, faculty and preceptors, and in written format. Actual submission to a journal such as the American Journal of Disaster Medicine, Pre-hospital Disaster Medicine, etc. will be expected. Denial of publication from a journal will not impact the grade of the Capstone project.

Examples:

- A thorough review of a disaster-related topic that examines the literature in detail and presents unbiased research. This review will be presented as an original document and should be considered to be a credible document that is designed to further the understanding of disaster managers and providers regarding the topic choice.
 - An in-depth “special focus” analysis of a significant issue. Such an analysis may take the form of an after-action investigation, similar to the commissioned study of Pennsylvania’s I-78 traffic event which occurred in the winter of 2007. Examine the Witt report in a downloadable file under COURSE DOCUMENTS.
- * **Applied Research Experience:** Students will prepare a proposal for, and carry out a small applied research project that will include the collection and analysis of data such as survey

information. Students will present their work orally to fellow students, faculty and preceptors, and in written format. (requires IRB Approval.) Allow extra time to process IRB forms. This option requires a longer process, over 2 to 3 semesters. Plan ahead as you will need to start earlier and will need to register for additional coursework in EDM 755E in order to finish.

All of the capstone projects should be of sufficient quality to create a poster for conference submission. Students are encouraged to submit work for either poster presentations or conference presentations to various conference venues.

Note: There is considerable room for creativity and scholarly activity within the Capstone experience. Students should select a project based on personal interest and utility for those who will benefit from it. Early thought regarding the substance of the project is required as this is a substantive work. For more details refer to the Capstone section of the Student Center in Canvas.

Program Policies

This is a brief outline of the most pertinent information; it is strongly suggested that you read the entire student handbook and the JCHP Student Handbook. Academic policies each term are posted in the Canvas Student Center for review.

Academic Integrity:

Graduate Academic Integrity policy is located at the following link. Students are encouraged to review this policy to fully understand the scope of academic integrity.

(<https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/academic-integrity.html>)

University Requirements

Registration

Banner provides on-line registration each semester. Please register as early as possible for the next term. Classes may be cancelled if there is insufficient enrollment. All billing and payments are done through the Banner system.

Change of Name or Address Information

It is the student's responsibility to have a valid permanent address on file in the Registrar's Office. Any change of permanent or local address must be reported to the Registrar's Office when it occurs. A forwarding address should also be given to the U.S. Postal Service. It is also the student's responsibility to inform the Registrar's Office of a change in name. All changes of names and addresses need to be made in writing. Students can do one of the following to update this information:

1. Download the Change of Name and Address form found on the Registrar's form page, <https://www.jefferson.edu/registrar/changes-in-student-information.html>
2. Complete and send it to the Registrar's Office.
3. Put your request in writing, including your old and new information and your signature.

International students must also contact the director of International Student Programs when changing their name or address.

Compliance with University Regulations:

By accepting registration, students agree to accept responsibility for compliance with academic requirements and conduct regulations. It is recognized that, once registered, students have basic rights, but the University reserves the right to require a student to withdraw at any time if the student fails to live up to their responsibilities to maintain the standards of conduct and scholarship.

Fair hearing procedures will be followed in all violations that could result in the dismissal of a student from the University (see [Student Judicial System](#)).

Leave of Absence/Temporary Withdrawal

On occasion life circumstances make it temporarily impossible for a student to meet program expectations. Students can request a Leave of Absence for a medical or personal reason(s). A leave of absence allows time away from the program to focus on resolution of the particular barrier to progress in the curriculum. Common reasons for LOA include academic problems, pregnancy, illness, personal crisis, family crisis. Students requesting a LOA MUST file Matriculation Maintenance paperwork available on the Registrar's website and email the Program Director.

Medical Leave

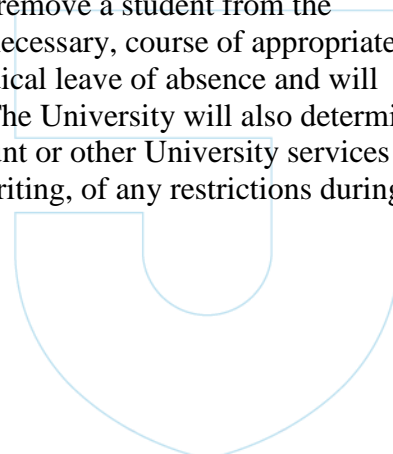
A request for a medical leave of absence must be submitted to and is facilitated by the Dean of Student's Office <https://www.jefferson.edu/east-falls/dean-of-students.html>
Students considering medical leave must meet with the Program Director before engaging the Dean of Students. Students will work with the Program Director and the Dean of Students to determine their return from medical leave.

Students returning from medical leave of absence are required to obtain medical clearance along with meeting with the Program Director to determine requirements for the student's return. Please refer to the Leave of Absence-Medical section in the TJU Graduate Academic Policies for additional information.

www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/leave-absence-medical.html

Mandatory Medical Leave of Absence

Thomas Jefferson University reserves the right to temporarily remove a student from the University, a course, or a rotation, pending evaluation, and if necessary, course of appropriate treatment. The University will determine the length of the medical leave of absence and will require the student to demonstrate fitness to return to school. The University will also determine whether restrictions in access to campus, students, email account or other University services are necessary during the leave. The student will be informed, in writing, of any restrictions during their leave of absence.



Prior to reentry, an appropriate screening(s) will be arranged by the Student Health clinician with consultation, if necessary. Should the University require a mandatory leave of absence, the conditions of return will be defined, which may include restricting the scheduling of experiential education at away sites or at Thomas Jefferson University Hospitals.

Please refer to the Leave of Absence-Medical section in the TJU Graduate Academic Policies for additional information

<https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/leave-absence-medical.html>

Personal Leave

When personal circumstances make a temporary short absence from the College and the program advisable and when intent to return is evidence, a personal leave of absence may be granted to students. A student must be in “good standing” and making satisfactory progress in order to request a personal leave of absence. Students requesting a personal leave of absence must meet with the Program Director who will determine suitability/eligibility for the requested leave and conditions for return. Approval for personal leave is not guaranteed. A personal leave of absence cannot be granted for academic difficulties or offered to students who are subject to dismissal for academic or disciplinary reasons.

Time Restriction Policy

Students must complete the Master of Science in Emergency and Disaster Management degree program within seven (7) years of matriculation. This time period includes any approved leaves of absence time and deceleration. Any student not meeting graduation requirements within seven (7) academic years of matriculation, will be administratively withdrawn from the program.

Continuous Enrollment

The EDM curriculum was designed to be delivered sequentially, where concepts and skills are introduced, expanded upon, and mastered across the program and where competencies are enhanced at different points across the curriculum. To be most effective at delivering the requisite competencies in accordance with accreditation standards, students should be continuously enrolled from the point of matriculation until graduation unless a leave of absence is approved. If a personal or medical leave of absence is required, the leave must not exceed one calendar year.

Withdrawal and Dismissal

Students may withdraw from the program at any time, if not subject to dismissal because of academic failure or disciplinary action. It is important to follow the process to exit the University to ensure your academic record is in good standing. A request to withdraw is submitted to the Program Director and the student must contact the Office of the Registrar on the East Falls Campus for necessary paperwork requirements. All procedures outlined in the Jefferson Student Handbook must be followed. The official day of withdrawal will be the date that the withdrawal form is filed, not the date of the last class attendance.

Students may be dismissed from the program for academic failure, disciplinary issues, or failure to register for courses for the academic year. The dismissal of students from the EDM program is the final action taken by the University for issues that cannot be successfully addressed. Before a student is recommended for dismissal, they will receive an email from the Program Director or faculty member to determine the student's intentions. A second email will be sent, and the Program Director or faculty member will attempt to make contact with the student via a telephone call. If there is no response from the student a letter will be sent to the student advising them that they are at risk of dismissal and actions to take to avoid dismissal from the EDM program. If there still no contact with the student a request will be made to have the student formally dismissed from the program.

Academic Progress

Students must maintain a cumulative GPA of 3.0 each semester. Students falling below this will be placed on academic probation and referred to Program Director for a remediation plan. Failure to increase the cumulative GPA to the required 3.0 within one semester (two under exceptional circumstances) will result in program dismissal. For graduation, students are required to pass all required courses, obtain 36 credits and have a final GPA of at least 3.0

- Comply with all procedures, and meet all requirements, of the University as defined in the [Student Handbook](#) and [Catalog](#).

The following is a list of GPA equivalents of letter grades.

Letter Grade	Numeric Value	Quality Points	Letter Grade	Numeric Value	Quality Points
A	93-100	4.0	C+	77-79.99	2.3
A-	90-92.99	3.7	C	73-76.99	2.0
B+	87-89.99	3.3	C-	70-72.99	1.7
B	83-86.99	3.0	D	60-69.99	1.0
B-	80-82.99	2.7	F	Below 60	0.0
			WF		0.0

It is important to note that while a grade of “C” (not C-) is officially passing, all grades below a “B” are considered marginal in the Graduate School because of the 3.00 cumulative GPA requirement.

Probation/Returning to Good Academic Standing

Successful academic and professional progress must be evident and maintained by all students in the Program to progress through the curriculum. Probation will be imposed upon a determination of unsatisfactory academic or professional performance. In general, successful academic and professional performance, successful progress, and good standing in the Program are demonstrated by:

- Maintaining a cumulative GPA of 3.00 or higher and achieving a B- or better in all coursework. Any grade below B- is considered a course failure and will result in automatic probation and the course must be repeated. Failure to successfully complete the

repeated course with a grade of a B- or higher is an automatic dismissal from the Program.

- Participating in the mandatory 6.5 day on-campus conference and exercises week during the summer session.
- Complying with all University, College, and Program policies and procedures, including but not limited to those in this manual, the JCHP Student Handbook, and the University Community Standards and Academic Integrity policies.
- Consistently demonstrating professional behaviors and conduct.

Students who do not achieve the minimum standards to return to good academic standing will be placed on academic probation for one full time semester. If a student is enrolled in courses totaling fewer than nine graduate credits during the subsequent semester, the probationary period will be extended to two semesters.

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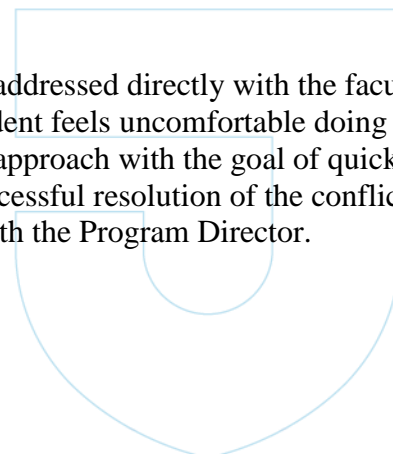
At the end of the probationary period, one of the following must occur:

1. The student achieves the minimum 3.0 and is reinstated in good academic standing, or
2. The student fails to achieve the minimum cumulative grade point averages at the end of the probationary period or fails to achieve a B- in any repeated course and is dismissed from the College for academic underachievement, or
3. In *extraordinary cases*, where the student has made significant progress toward achieving the minimum grade point average, the Program Director, may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum 3.0 the student is dismissed for academic underachievement.

Grievance Procedures

Students may present general grievances, concerns, or suggestions for improvement to the Program Director at any point in the semester through the Canvas Student Center or by telephone or email. Open communication is encouraged between the students and Program administration. Our goal is to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner. Any specific situations involving specific faculty members, specific students, or individual student grades should be addressed in individual sessions outlined below.

Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing so. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution. If the student does not have a successful resolution of the conflict with the faculty member, they should register the grievance with the Program Director.



If the grievance is with the Program Director, or if the student has not been able to resolve a conflict at that level, they should contact the Director of Academic Success and the Learning Experience for the College of Health Professions to discuss a resolution or filing an official complaint by completing the Student Grievance Form located at <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tju-grievance-process/student-grievance-form.html> For more information on the Student Grievance Procedures, please review the JCHP Student Handbook.

For grievances against other students or external to the academic program, students should consult the Grievance Procedure outlined in the Jefferson [Student Handbook](#).

Readmission after Dismissal

Matriculated students who have been dismissed from the EDM program may petition for readmission within 1 year of dismissal directly to the Program Director. Students interested in applying for readmission should contact the Program Director for program-specific readmissions procedures. Students who have not been enrolled within JCHP for greater than a 1-year period of time must re-apply for admission through the Office of Admissions.

Please note: All readmitted students are subject to the academic and curricular requirements in place at the time of readmission. Additionally, start terms for the readmitted students will be determined by the program and based on the student's plan of study; readmitted students cannot assume that they will start in the next immediate term after readmission has been granted. The student's Program Director will indicate any requirements that the student must meet upon readmission. The student will be held responsible for fulfilling these special criteria of academic performance established with the program upon readmission, in addition to the overall program and College requirements for achieving good academic standing.

University Resources

Accommodations-General

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs. For more information on disability accommodations, click [here](#).

- Center City: To request an accommodation, please contact the [Office of Student Affairs](#).
- East Falls: To request an accommodation, please contact the [Office of Student Accessibility Services](#).

Technical Standards-Accommodations

If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request an appropriate accommodation. The University will provide reasonable

accommodations provided that such accommodations do not fundamentally alter the nature of the program and/or do not impose an undue hardship such as those that cause significant expense, difficulty or are unduly disruptive to the educational process.

Academic support services

The Academic Success Center, East Falls Campus, is the primary resources for students at all levels who wish to get the most from their academic experience. They are a “one-stop shop,” offering free tutoring and advising services. The Center is located in Hagger Hall, across the parking lot from Downs Hall, on the Jefferson East Falls Campus.

<https://www.jefferson.edu/east-falls/academic-success-center.html>

Safety and Security

Thomas Jefferson University and the Emergency and Disaster Management Program are committed to the safety and security of our campus community. The Safety and Security staff on Jefferson East Falls Campus can be reached at 215-951-2620, or in an emergency at 215-951-2999.

Mental Health Services

Emotional and mental well-being are essential to a healthy life. If a student experiences significant stressors that affects or impedes their success or a student feels they are having difficulty and needs personal counseling, the following resource provides free mental health services: Thomas Jefferson University, East Falls Counseling Services, The Kanbar Campus Center, Suite 323, Tel: 215-951-2868, Email: CounselingServices@PhilaU.edu

Registrar

The registrar office oversees the management of student records. If a student needs to contact the registrar’s office, they can email them at TJU_EF_Registrar@jefferson.edu or call 215-951-2990.

Financial Aid Services

The Financial Aid Office at Thomas Jefferson University assists students in securing federal, state, institutional and private funding to help meet the cost of education at Jefferson. We encourage you to apply for financial aid regardless of your financial circumstances, so that we can assist you with options that are available. We are committed to making high-quality, professional education affordable for every qualified student. If a student needs to contact the financial aid office, they can email them at FinancialAid@jefferson.edu or call 215-951-2940.

Graduation

The University holds graduation exercises once each year, during the month of May. Students will be permitted to take part in Commencement ceremonies if they have completed all the requirements for their degree. Students who will fulfill their degree requirements by August of that same year may petition to participate in Commencement if they have submitted an application for permission to walk by the appropriate deadline.



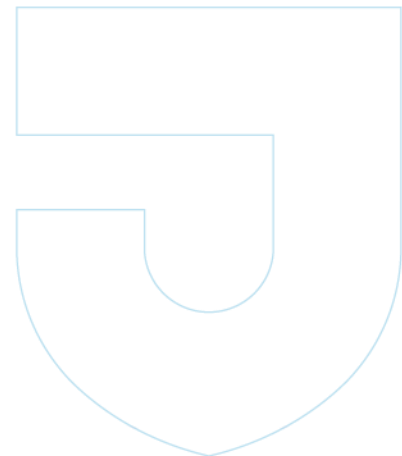
It is the students' responsibility to make sure their programs are completed by their prospective graduation date. In addition, students must submit their application for graduation and meet with their advisors for pre-certification review by the deadlines indicated below:

Fall Term graduation: due by June 30

Spring Term graduation: due by November 20

Summer Term graduation: due by March 30

Graduate students should communicate with their advisors during the term prior to the anticipated date of graduation. At that time, they may be preliminarily certified for graduation. The online application for graduation is on Banner (step by step instructions can be found on the Registrar's Page at the University's website). Upon registration, the Registrar's Office will contact the program director for verification of their degree. Graduate students must fulfill the credit-hour requirements for their specific graduate program. A candidate for graduation must have at least a 3.0 cumulative average, no more than one grade below "B-" outstanding (including foundation courses) and no "F" grades outstanding in order to be certified for graduation.



Who's Who in the Program and College

Michael Dryer, Dr.PH, PA-C (Dean, College Health Professions): Michael Dryer previously worked at Arcadia University, where he served as associate dean for strategic initiatives in the College of [Health Sciences](#), as chair of the Department of Medical Science and Community Health, and as interim dean of the School of Continuing Studies. At Arcadia, he led programs in [Physician Assistant Studies](#), Public Health and Health Education, and led the development of the University's Delaware campus, several strategic partnerships and a wide array of global initiatives for health students. Previously, Dr. Dryer worked in health-care administration as vice president for professional and ambulatory services at Union Hospital in Maryland and as a clinician. Dr. Dryer holds a Doctor of Public Health from The George Washington University, a Master of Public Health from New York Medical College, a Bachelor of Science in Physician Assistant Studies from The George Washington University, a Bachelor of Arts in Sociology from the State University of New York at New Paltz and a Graduate Residency Certificate in Emergency Medicine from the University of Iowa.

Laura Pontiggia, PhD (Professor, Associate Dean of Academic Programs)

Dr. Pontiggia received her Laurea in Economics Summa Cum Laude from the University of Pavia, Italy, her Master of Science and Ph.D. in Statistics from the University of Minnesota, Twin Cities. She joined the University of the Sciences in 2005 as Assistant Professor of Statistics, promoted to Associate Professor in 2012 and Full Professor in 2016. While at the University of the Sciences she also served in several administrative roles, such as Director of General Education, Associate Dean of the College of Arts and Sciences, and Associate Provost for Academic Partnerships. In 2020, Dr. Pontiggia joined the College of Health Professions at Thomas Jefferson University where she serves as Associate Dean of Academic Programs and Professor. During her tenure as a faculty, she has taught a variety of undergraduate and graduate courses in statistics and data science, and she has also been very active in research with numerous research collaborations that resulted in more than 60 peer-reviewed publications.

David Nitsch, PhD(abd), MPH (Program Director, Assistant Professor)

David Nitsch has a diverse background in emergency services, emergency management, public health preparedness, training, and education. Before assuming the Program Director role, Mr. Nitsch served as the Director for the Bureau of Technological Hazards for the Pennsylvania Emergency Management Agency. In this role, he was responsible for the hazardous materials, and radiological preparedness programs throughout Pennsylvania. Before joining PEMA, he worked in the private sector for a consulting firm that provided various emergency management and public health preparedness services. Additionally, Mr. Nitsch has served as a Medical and Rescue Specialist with the Pennsylvania Urban Search and Rescue Task Force, the Medical Team Leader with the Lancaster County Special Emergency Response Team, and as a Personal Security Specialist and Medic in support of the U.S. State Department's diplomatic security mission in Iraq and Afghanistan. He has earned a Masters of Public Health and is currently completing a doctoral degree in Public Policy with a focus on foreign policy. He is a Nationally Registered Paramedic and is credentialed as a Business Continuity Manager. Mr. Nitsch has a particular interest in displaced and vulnerable populations and volunteers his time as part of service teams that provide medical clinics and public health oversight to underserved populations in various countries.

Jean B. Bail, Ed.D, MSN, RN, CEN, PHRN (Associate Professor Emeritus)

Dr. Bail is a nurse and paramedic with more than 35 years of experience in emergency medical services and education. She is a regional leader in emergency management education. Dr. Bail is certified by the American Board for Certification in Homeland Security at the CHS Level III. She is also active with the Pennsylvania Emergency Health Services Council, the Emergency Nurses Association, PA SMAT-EAST team, and is the Newtown Township, Delaware County Emergency Management Coordinator. She is an intermittent federal employee with HHS on the PA 4 Disaster Medical Assistance Team.

Barry J. Burton, DO, FACOEP (ret), PHP (Assistant Professor)

Dr. Burton is a residency trained (Albert Einstein Medical Center/Philadelphia College of Osteopathic Medicine), Board Certified Emergency Physician with sub-specialty Certificate of Added Qualification (CAQ) in Emergency Medical Services, and co-founder of the EMS Fellowship at Albert Einstein Medical Center in Philadelphia. He has over 40 years of Allied Health Care Experience in EMS, Emergency and Critical Care medicine and education, including a stint with the EMS oversight authority for the Philadelphia Fire Department in the 80's. He continues to serve in an advisory capacity to the Bucks County Rescue Squad (Bristol ALS EMS), and the County EHSC and MAC. Additional experiences include Occupational and Environmental Medicine, providing Medical Surveillance, medical investigations, treatment, and rehabilitation for several industrial facilities in the Lower Bucks County area of Pennsylvania. He is Medical Advisor for the Bucks County Rescue Squad-Bristol Police Department Affiliated Tactical Emergency Medical Service unit, serving the Bucks County Police Major Incident Response Team, and providing education for the Philadelphia Police Department EMT's via the Counter Terrorism Unit. He has served as a medical advisor to the Bucks County Technical Rescue Task Force, and as Medical Specialist for the Bucks County Hazardous Incident Response Team. Dr. Burton is currently Assistant Professor at Thomas Jefferson University, and previously an Assistant Professor of Medicine at Temple University and Philadelphia College of Osteopathic Medicine.

Matthew G. Butler, M.S., EMT-P, MEP (Adjunct Faculty)

Mr. Butler is the Director of Emergency Preparedness for the Children's Hospital of Philadelphia where he leads an internationally renowned pediatric hospital's efforts in ensuring a resilient and effective emergency preparedness program that includes two acute care facilities, 75+ outpatient locations and research facilities. He is also the co-chair and founding member of the Pennsylvania Healthcare Coalition Council and co-chair of the Southeastern Pennsylvania Healthcare Coalition. Additionally, Mr. Butler was the founding chair of the Southeast Regional Pediatric Hospital Emergency Preparedness Coalition. He is also an adjunct faculty member at Jefferson University's College of Health Professions. He has an extensive career in emergency management with over 25 years of experience at multiple levels of emergency services and management. Mr. Butler graduated summa cum laude from Philadelphia University with a BS in Health Services Management and an MS in Disaster Medicine and Management. Mr. Butler is a federally credentialed Master Exercise Practitioner (MEP) by the Federal Emergency Management Agency and is a Certified Healthcare Emergency Professional (CHEP). Mr. Butler combines both an academic and operational background with more than 19 years in emergency medical services and management. As an educator, Mr. Butler has provided instruction and training to a myriad of students including first responders, healthcare and government personnel in emergency medicine and emergency management. Mr. Butler is also on the faculty of

Jefferson's School of Continuing and Professional Studies. Currently, Mr. Butler is the Manager of Emergency Preparedness for the Children's Hospital of Philadelphia (CHOP), a global leader in pediatric healthcare. Mr. Butler holds specialized certifications in emergency preparedness and disaster response and is also a certified paramedic and firefighter.

Celeste Chamberlain, PhD, MS, BSN (Adjunct Faculty)

Dr. Chamberlain earned a PhD in Management from Walden University. She is certified as a Healthcare Quality Professional from the National Association of Healthcare Quality. Her nursing career spans 40 years, with clinical experience in emergency and critical care. Other expertise includes healthcare regulatory and accreditation, risk management, quality improvement and patient safety methodologies.

Nicholas DeJesse, M.S. (Adjunct Faculty)

Nicholas DeJesse is the current Director of the Occupational Safety and Health Administration's (OSHA) Philadelphia Office. In 1996, Nicholas started his Federal career with OSHA as a compliance safety and health officer responsible for inspecting and investigating various industries including petro/chemical, construction, manufacturing, and maritime establishments. In 2004, Nicholas left the realm of enforcement to pursue various compliance assistance programs such as voluntary protection, grants, and emergency preparedness and response. In this position Nicholas developed and implemented a comprehensive emergency management program geared toward training and educating government agencies, response organizations, and private sector in risk assessment and risk management issues for first responders, first receivers, and skilled-support personnel. In 2007 Nicholas was hired by the Department of Health and Human Services/Assistant Secretary for Preparedness and Response as a regional emergency coordinator where he was responsible for regional preparedness efforts including seamless integration of public health and medical resources during public health and federally-declared emergencies. In addition, Nicholas was the lead public health and medical planner for several National Special Security Events (NSSEs) including the 2008 Presidential Inauguration and 2009 G-20 Summit. In 2010 Nicholas accepted a position with the Department of Homeland Security/Federal Emergency Management Agency where he was responsible for all preparedness activities for Region III. In this position, Nicholas developed and implemented various workgroups and task forces geared at improving preparedness planning and emergency response at the Federal, State, and Local levels. He also developed and implemented a standardized method for quantifying and qualifying risk from terror events, man-made issues, and natural disasters. This methodology was adopted by the Headquarters level and used as a model for State and Local jurisdictions. In 2012, Nicholas returned to OSHA to once again ensure the health, safety, and well-being of employees working in the jurisdiction. He has led or assisted numerous team inspections of facilities with highly-hazardous chemicals and other high profile events including the 2012 building collapse at the Salvation Army. Nicholas was deployed to over twenty (20) Federally-declared emergencies with his first being to New York City following the World Trade Center attacks. Nicholas has a Masters degree in Science from the Philadelphia College of Osteopathic Medicine and has been teaching or advising students in their graduate program for several years.

Kevin P. Hinkle, M.S., RN, COHN-S (Adjunct Faculty)

Kevin Hinkle has been actively involved in emergency services and management since 1971, beginning his career as a volunteer Emergency Medical Technician in Pennsylvania and

advancing on, working as a Registered Nurse in trauma centers and pre-hospital care. Mr. Hinkle retired after 30 years on active duty and National Guard service, with assignments at the Joint Force Headquarters in Pennsylvania, Joint Surgeon's Office at the National Guard Bureau in Washington, DC and the 193rd Special Operations Wing, Middletown, PA. His last assignment was as Chief, Medical Operations for the Air Force Special Operations Command. Kevin is a graduate of Saint Joseph Hospital School of Nursing and Albright College, both in Reading, PA. He has a Master of Science in Disaster Medicine and Management from Philadelphia University (now known as Jefferson). He currently works for the Department of Veterans Affairs and serves as the Emergency Management coordinator for Bern Township, PA. He is the recipient of the 2021 Municipal Coordinators Award from the Keystone emergency Management Association.

Jeffrey Jumper, MSEM (Adjunct Faculty)

Jeff Jumper is an adjunct professor for Jefferson's Emergency and Disaster Management program, teaching EDM 619 - Natural Disasters. He works full-time as the state meteorologist for the Pennsylvania Emergency Management Agency (PEMA), a post he's held since 2015. Previously, he worked as a broadcast meteorologist for nearly a decade. Jeff also teaches for Millersville University and has been a volunteer firefighter since 1998 and an EMT-B since 2003. Jeff holds a B.S. in Meteorology from Penn State and an M.S. in Emergency Management from Millersville University.

Jennifer Lord, M.S., CEM, MEP (Adjunct Faculty)

Jennifer Lord, adjunct faculty for the Jefferson University EDM program, is also the Emergency Preparedness Program Manager for MultiCare Health System in Pierce County, WA. Prior to that she was with Virginia Mason Medical Center in Seattle, WA as their Emergency Management Program Manager and Training and Exercise Manager for the Northwest Healthcare Response Network, a healthcare coalition based in Tukwila, WA. Jennifer was on the region-wide planning committee for the Cascadia Rising 2016 earthquake exercise for the greater Pacific Northwest area. She has designed and participated in multiple patient movement exercises with the National Disaster Medical System (NDMS). Jennifer is a member of the Jefferson University Emergency and Disaster Management Advisory Board. She is a Certified Emergency Manager (CEM) with the International Association of Emergency Managers and a Master Exercise Practitioner (MEP) through FEMA's National Emergency Management Institute. Jennifer has been a frequent presenter at national level conferences speaking on a variety of topics in healthcare emergency management. Jennifer is a 2012 graduate of the Philadelphia University Masters in Emergency and Disaster Management program. Additionally, she holds a graduate certificate in Business Continuity also through the Philadelphia University EDM program. Jennifer lives north of Seattle, WA on Whidbey Island and loves everything the Pacific Northwest has to offer!

Daniel Ross, DM, MS (Adjunct Faculty)

Dr. Ross teaches graduate-level courses related to homeland security, homeland defense, national security, terrorism studies, counterterrorism, emergency & disaster management, and intelligence analysis. Dr. Ross completed his Doctor of Management degree in Homeland Security at Colorado Technical University. He published his dissertation titled: A Phenomenological Study of U.S. Army Special Forces Senior Noncommissioned Officer Leadership Strategies during the Global War on Terror. Dr. Ross is particularly interested in the Defense Support of Civil Authorities (DSCA) role in the overarching U.S. Homeland Security Enterprise (HSE).

Furthermore, he is interested in the U.S. Special Operations Forces' (SOF) future responsibilities in asymmetric, irregular, unconventional, or gray zone conflicts and how they relate to future great power conflicts with near-peer states. Dr. Ross is currently exploring themes related to the ongoing Russo-Ukrainian Conflict, the future of Unconventional Warfare in U.S. Army Special Forces (Green Berets), and topics related to post-GWOT Traumatic Brain Injuries (TBI) in SOF populations.

Ashley Spitzer, (Adjunct Faculty)

