EMGT 410/610: Comprehensive Emergency Management Planning (3 credits)
Fall 2012
T/TH 2:00-3:15 p.m.
Room: NDSU Elect & Comp Eng, Rm 243

Credits: 3
Instructor: Jessica Jensen
Phone: 231-5762(o) or 219-4293(c)
Email: EMAIL THROUGH BLACKBOARD
Office: 102D Putnam
Office Hours: Tuesday and Thursday from 8:30-10:00 a.m. and by appointment

Course Bulletin Description
“Educates students in the preparation of various types of emergency management plans and how to lead a planning process within non-profits, businesses, and/or government organizations”

Course Description
Planning is essential to effective emergency management and is a process that students must be capable of guiding should they pursue a career in emergency management in the private sector, nongovernmental organizations, or government. The goal of this course is to sensitize students to their role in planning as a professional emergency manager and key issues and considerations involved in the development of various types of emergency management plans. This course covers the literature related to a broad range of topics, problems, and activities involved in developing emergency management plans. The course challenges students to evaluate and discuss the quality and content of various emergency management plans in light of the literature. And, the course also provides students with the opportunity to review and discuss current planning documents and guidelines.

Course Objectives
By the end of this course, students will be able to
- Articulate how the emergency manager influences the planning process and plan content;
- Discuss how a planning process is best implemented regardless of the type of plan involved;
- Identity key considerations and content that ought to be addressed in common emergency management plans (e.g., response, recovery, mitigation, continuity); and,
- Identify the key planning documents and guidelines used in emergency management practice.
**Course Expectations**

1. **Grading:**
   The instructor will make every effort to provide grades for each assignment within two weeks of the assignment’s due date. Grades, when provided, will be just that—a point value and letter grade. Explanation of the grade earned will be communicated in person through face-to-face interaction with the course instructor at the participant’s request. The instructor encourages students to visit about grades earned throughout the course. Moreover, the instructor highly recommends that course participant’s visit with the course instructor to review their ideas for their assignments and/or drafts of their assignments before they are submitted. Feedback is always provided by the instructor; and, this feedback can be very helpful in supporting efforts to earn desired grades.

2. **Attendance:**
   According to **NDSU Policy 333**, attendance in classes is expected. Only the course instructor can excuse a student from course responsibilities. (The term "course" includes class, laboratory, field trips, group exercises, and or other activities.)

3. **Behavior:**
   Students are expected to exhibit courtesy to the instructor and to other students during class time by not engaging in disruptive behavior (e.g., speaking rudely to the instructor or another student in the course, talking/whispering when the instructor or another student is speaking, answering their cell phone, *texting, using their laptop computers to surf the internet or check email*). Students engaging in behavior determined inappropriate by the instructor will be warned once. At the second incident, the student will be asked to leave the classroom for the remainder of the class period. A third incident will result in consultation with the Head of the Department of Emergency Management to initiate cancellation of the student’s registration in the course.

4. **Diversity:**
   This course, like North Dakota State University, seeks to create an environment where equal opportunity is guaranteed and diversity is welcomed, respected, and appreciated for all individuals without regard to age, color, disability, gender identity, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race, religion, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer. In addition to the aforementioned individual characteristics that represent aspects of diversity, participants in the course may also observe diversity in thinking, opinion, beliefs, and argument in our course. Participants in this course are expected to welcome, respect, and appreciate diversity as well as seek opportunities to learn from diversity as it manifests itself in our course.

5. **Academic Honesty:**
   The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. **NDSU University Senate Policy, Section 335** (http://www.ndsu.nodak.edu/policy/335.htm) will serve as the guideline for cases where cheating, plagiarism, or other academic improprieties have occurred. All student work must be done in a manner consistent with this policy. Students who violate the policy will be subject to failure of the assignment, test, or course, depending on gravity of the offense and the circumstances of the particular case (Policy 335, 2, b).

6. **Special Needs:**
   Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the **Disability Services Office** as soon as possible.
Assignments

Reading Assignments
There will be extensive reading assignments associated with most weeks in the course. Please see the required readings below for details about the required texts for the course; and, please see the tentative course schedule for specific reading assignments associated with each week of the course.

Required Readings:

1. No texts. Other materials as assigned. Available on Blackboard or through the library. Please see Tentative Course Schedule for more information.

Emergency Managers As Planners Paper (100 points)
The extent to which a planning process and plan serve communities and organizations is largely a function of the emergency manager him/herself. Each student will write an essay that addresses how characteristics of the emergency manager as a person, the choices they make related to the planning process, and their knowledge of key aspects of plan content can be instrumental in facilitating the creation of high quality plans that are likely to be implemented. This essay should demonstrate how students have personalized the material offered through class lecture and assigned readings.

Essays should be 5 or more pages double-spaced, with 1 inch margins, in 12 point font, and cite evidence from lecture and readings in in-text citations and in a reference list at the end of the essay. Printed copies of the essays must be submitted in class on the date the assignment is due.

The assignment due date is listed on the Tentative Course Schedule. Evaluation of the assignment will be based on 5 criteria: essay organization (10 points), mechanics (15 points), use of supporting evidence (25 points), thoroughness (25 points), and personalization (25 points). A grading rubric will be distributed to students at least one week prior to the assignment’s due date.

Plan Content Assignments (20 points each, approximately 100 points total)
Most of the reading assignments associated with this course have been required to inform students understanding of what content the literature suggests should be either in ALL plans regardless of type or specific kinds of plans. It is critical that students analyze their assigned readings—NOT with the intention of memorizing specific details of the articles or study findings—but for how the article informs our understanding of the content that should be in a plan and what makes a plan of good quality. Thus, there will be five assignments that require students to “log” or “keep track of” what the articles assigned for a given week say should be in a plan as well as any criteria the article suggests make that particular type of plan of good quality (as opposed to the quality characteristics pertaining to all plans we already will have discussed in class).

The paper copies of the assignments are to be submitted in-class on the date due. Assignments need to be typed. FYI, these assignment will not require full sentences, paragraphs, etc. Before the first assignment is
due the instructor will provide an example in-class of how to go about completing the plan content assignments.

The assignment due dates are listed on the Tentative Course Schedule. Evaluation of the assignments will be based on 2 criteria: comprehensiveness (10 points) and accuracy (10 points). A grading rubric will be distributed to students at least one week prior to the first assignment’s due date.

**Plan Evaluation Sheets (50 points each, 150 points total)**
This class will also provide students the opportunity to evaluate the degree to which various types of emergency management plans contain key content associated with the plan type as well as the degree to which the plans demonstrate criteria associated with a high quality plan. Thus, students will be asked to analyze 2 plans of the following types: continuity, response, mitigation, and recovery. Students will be provided a standardized evaluation sheet to complete for each type of plan.

Students will need to complete their analysis of two plans using these sheets and submit them at the start of class on the dates due. The assignment due dates are listed on the Tentative Course Schedule. Evaluation of the assignments will be based on the accuracy of each evaluation sheet. A grading rubric will be distributed to students at least one week prior to the first assignment’s due date. **Note:** Students can opt out of doing the plan evaluation sheets for one type of plan. Each student will sign up for their plan evaluations early in the semester.

**Plan Evaluation Analysis (50 points each, 150 points)**
Students will need to write an essay discussing the overall quality of the plans they reviewed and the relative quality of each based on their plan evaluation sheets. These essays will be due on the same date as the evaluation sheets. Thus, printed copies of the essays must be submitted with the plan evaluation sheets in class on the same date.

Essays should be NO MORE THAN 4 pages double-spaced, with 1 inch margins, and in 12 point font. **NOTE:** NO EVIDENCE IS REQUIRED FOR THESE ESSAYS AS IT IS ASSUMED THE EVIDENCE IS IN YOUR EVALUATION SHEETS. The short length of these essays will require students to write simply, clearly, and concisely.

Evaluation of the assignments will be based on 3 criteria: organization (10 points), mechanics (10 points), analysis (30 points). A grading rubric will be distributed to students at least one week prior to the first assignment’s due date. **Note:** Students can opt out of doing the plan evaluation analysis for one type of plan. It must be the same plan type as they opted out for the evaluation sheets. Each student will sign up for their plan evaluation analyses early in the semester.

**UNDERGRADUATE PROJECT: GET TRAINED-UP (50 points each module, 100 points total)**
As part of the course undergraduate students will complete 2 FEMA Independent Study course modules. The inclusion of these courses within the course is intended to provide undergraduate students an opportunity to gain relevant training as well as the opportunity to develop foundational knowledge of current practice in the field related to emergency management planning issues.
During the second week of class, undergraduate students will sign-up for the modules they will complete. There will only be 3-4 openings to sign up for each module.

It is expected that students will have completed their chosen course modules by the date due. The list from which students can choose their modules is provided below.

- **Module 1**: 235.a Emergency Planning, 700 National Incident Management System, 775 EOC Management and Operations, and 800.b National Response Framework,
- **Module 2**: 546.a Continuity of Operations Awareness, 547.a Introduction to Continuity of Operations, and 548 Continuity of Operations Program Manager,
- **Module 3**: 10a Animals in Disasters: Awareness and Preparedness, 11.a Animals in Disasters: Community Planning, and 366 Planning for the Needs of Children.
- **Module 4**: 393a Introduction to Hazard Mitigation, 318 Mitigation Planning for Local and Tribal Communities, and 212 Unified Hazard Mitigation Assistance
- **Module 5**: 403 Introduction to Individual Assistance, 634 Introduction to FEMA’s Public Assistance Program, 632a Introduction to Debris Operations, and 253, Coordinating Environmental and Historical Preservation Compliance.

If students present a printed copy of their Completion Certificate OR a printed copy of the email they received from FEMA confirming that they passed the course (since the start of the semester) in-class on the date due, then the student will receive full credit. Reduction in points earned will be consistent with the course late policy. If students have already taken any of the courses, they have to, at minimum, retake the test associated with the course and present the instructor with their NEW Completion Certificate, or copy of the email they received from FEMA confirming that they passed the course.

**GRADUATE PROJECT: Linking Literature, Standards, and Evaluations Paper**
Graduate students will be challenged to write a 15-20 page paper (not including references) that analyzes the degree to which professional planning standards, emergency management planning literature, and current practice related to the four kinds of plans reviewed in class are in synch and discuss the implications of their findings for the future of the emergency management profession and/or emergency management higher education. MORE INFORMATION ABOUT THIS PAPER ASSIGNMENT WILL BE PROVIDED IN A SPECIALLY SCHEDULED MEETING BETWEEN THE COURSE INSTRUCTOR AND GRADUATE STUDENTS EARLY IN THE COURSE.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td><strong>MODULE ONE: COURSE INTRODUCTION</strong></td>
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<td><strong>Week One: August 20-24</strong></td>
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<td><strong>MODULE TWO: BEGINNING THE PLANNING PROCESS WITH THE END IN MIND</strong></td>
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<td><strong>Week Three: September 3-7—NO SCHOOL ON MONDAY, SEPTEMBER 3</strong></td>
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<td>Reading(s):</td>
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<td><strong>Week Four: September 10-14</strong></td>
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<td>• Beginning The Planning Process with the End in Mind</td>
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### Week Five: September 17-21

**Topics:**
- Planning Process
  - The Importance of Participation
  - Community Mapping

**Assignment(s):**
- UNDERGRADUATE PROJECT: First module certificates due

**Reading(s):**

### Week Six: September 24-28

**Topics:**
- Planning Process
  - Providing Information
  - Getting Information

**Assignment(s):**
- None

**Reading(s):**

### Week Seven: October 1-5

**Topics:**
- Planning Process
  - Designing, Developing, and Facilitating Planning Meetings, Oh, My!

**Assignment(s):**
- EM as Planner Paper, DUE 10/4

**Reading(s):**
## Module Three: Producing and Assessing Planning and Specific Plans

### Week Eight: October 8-12
- **Foundation of ALL Emergency Management Plans**
- **Hazard Analysis**
- **Vulnerability Assessment**
- **Risk Assessment**
- **Other shared content**

**Assignment(s):**
- **Plan Content Assignment—ALL Plans, DUE 10/9**

**Reading(s):**

### Week Nine: October 15-19
- **Mitigation Planning**
  - **Plan Content**
  - **Theory and Research**
  - **Stakeholders**

**Assignment(s):**
- **Plan Content Assignment—Mitigation Plans, DUE 10/16**

**Reading(s):**

### Week Ten: October 22-26
- **Mitigation Planning**
  - **Structuring Mechanisms**
  - **Evaluating Current Practice**

**Assignment(s):**
- **Mitigation Plan Evaluation Sheets AND Essays, DUE 10/25**

**Reading(s):**
- None

### Week Eleven: October 29-November 2
- **Recovery Planning**
  - **Plan Content**
  - **Theory and Research**
  - **Stakeholders**

**Assignment(s):**
- **Plan Content Assignment—Recovery Plans, DUE 10/30**

**Reading(s):**

### Week Twelve: November 5-9
- **Recovery Planning**
  - **Structuring Mechanisms**
  - **Evaluating Current Practice**

**Assignment(s):**
- **Recovery Plan Evaluation Sheets AND Essays, DUE 11/8**

**Reading(s):**
- None
## Week Thirteen: November 12-16
**NO SCHOOL ON VETERANS DAY MONDAY**

- **Response Planning**
  - Plan Content
  - Theory and Research
  - Stakeholders

**Assignment(s):**
- Plan Content Assignment—Response Plans, DUE 11/12

**Reading(s):**

## Week Fourteen: November 19-23
**NO SCHOOL ON THURSDAY AND FRIDAY, NOVEMBER 22, 23**

- **Response Planning**
  - Structuring Mechanisms
  - Current Practice

**Assignment(s):**
- Response Plan Evaluation Sheets AND Essays, DUE 21

**Reading(s):**
- None

## Week Fifteen: November 26-30

**Topics:**
- Continuity Planning
  - Plan Content
  - Theory and Research
  - Stakeholders

**Assignment(s):**
- Plan Content Assignment—Continuity Plans DUE 11/26

**Reading(s):**

## Week Sixteen: December 3-7

**Topics:**
- Continuity Planning
  - Structuring Mechanisms
  - Evaluating Current Practice

**Assignment(s):**
- Continuity Plan Evaluation Sheets AND Essays, DUE 12/6

**Reading(s):**
- None

## Finals Week: December 10-14

- **Final Exam, December 10 from 8-10a.m.**
  - UNDERGRADUATE PROJECT: Second module certificates due the 10th
  - GRADUATE PROJECT due the 10th

*This schedule is tentative and is subject to change at the instructor’s discretion.*
## Evaluation

### Undergraduate Grade Scale

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<tr>
<th>Graded Item</th>
<th>Points</th>
<th>Percentage</th>
<th>Point Range</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
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<tr>
<td>EMs as Planners Paper</td>
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<td>16.67%</td>
<td>540-600</td>
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### Graduate Grade Scale

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### Late Policy

Late assignments will receive a 10% reduction of possible points per day (Saturdays and Sundays included). Late assignments will only be accepted for five (5) calendar days after the original due date. If you know you will have difficulty getting an assignment done on time, please see the instructor in advance.