#### EMGT 430: EMERGENCY MANAGEMENT CAPSTONE (3 credits)

# Fall 2015

**M, W, F 10:00 p.m.-10:50 a.m.**

 **Room: TBD**

**Credits:** 3

**Instructor:** Jessica Jensen

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**Office Hours:** Monday from 2 pm to 3:30 pm, Friday from 11 am to 12:30 pm, or by appointment

**Course Bulletin Description**

“Synthesis of emergency management coursework for evaluation of personal performance related to undergraduate learning objectives and assessment of areas for professional development into the future.  Senior standing and departmental consent required. Emergency management majors only.” The adjustment is in the process of being approved.

**Course Goal**

The goal of this capstone course is for students to synthesize materials from their emergency management coursework related to undergraduate program learning objectives into a portfolio that evaluates their personal performance with respect to each objective and assess areas for professional development into the future. Through guided discussion, worksheets, and written narrative students will create and present a portfolio that examines and summarizes the extent to which they have met the program learning objectives, distinguishes where additional professional development is needed to meet personal goals, and outlines a plan that will guide continued professional growth beyond graduation.

**Course Objectives**

By the end of this course, students will have produced a portfolio that:

* Expresses personal intentions around the degree and future application of the degree,
* Explains each of the undergraduate learning objectives,
* Appraises the applicability of each learning objective to the emergency management profession and/or function,
* Evaluates personal performance with respect to each objective,
* Assembles evidence in support of personal performance with respect to each objective,
* Identifies gaps/deficiencies related to each learning objective,
* Analyzes the impacts that gaps/deficiencies related to each learning objective may have on personal intentions related to degree application,
* Describes potential for addressing gaps/deficiencies with respect to each objective,
* Assesses areas for overall future professional development,
* Outlines an individual development plan that will guide continued professional growth beyond graduation, and
* Employs standardized formatting.

**General Expectations**

Attendance:

According to [NDSU Policy 333](http://www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected. Only the course instructor can excuse a participant from course responsibilities. (The term "*course*" includes class, laboratory, field trips, group exercises, and or other activities.) Participants are expected to attend every class. If a participant will miss a class, it is the participant’s responsibility to inform the instructor.

Participation:

This course is structured around discussion and workshop activities. In order for these activities to be of value, students need to actively engage and participate. When in class, students are expected to take part in the dialogue about the topic under discussion. Students can engage in dialogue by asking questions, by voicing their opinion, or by following up on a comment made by another student or the instructor.

Behavior:

A guiding principle in this course will be courtesy and respect for all students, all speakers, and all instructors. We expect ―WE behavior, not ―ME behavior.

Examples of ME behavior includes the following:

*a) talking/whispering when some else is speaking,*

*b) answering your cell phone in the middle of class*

*c) texting during class*

*d) using your laptop computers to surf the internet or check email*.

Students engaging in any of the above behaviors or similar acts lacking courtesy and respect for others in the class will be addressed as follows:

*a) for the first incident, a courteous warning*

*b) for the second incident, a courteous request for the offender to leave class for the period*

*c) for the third incident, consultation with offender’s Dean and other administrators concerning cancellation of the offender’s registration in the class.*

Diversity:

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. Therefore, this course seeks to create an environment where equal opportunity is guaranteed 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, and/or diversity in thinking, opinion, beliefs, argument. This is basic human decency; it is the law; and part of what college is all about.

Academic Honesty:

The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](http://www.ndsu.edu/fileadmin/policy/335.pdf) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](http://www.ndsu.edu/registrar/). Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).

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 (www.ndsu.edu/disabilityservices)](http://www.ndsu.edu/disabilityservices/) as soon as possible.

**Assignments**

**Initial Personal Statement** (15 points)

Students will develop an initial personal statement that describes the reasons the student pursued the emergency management degree and expresses what the student intends to do with the degree after graduation. Statements should be 1-2 pages in length (1.5 spacing, 12-pt Times New Roman font, 1-inch margins). Statements will be evaluated based on completion (addressing all parts of the assignment using the required format), evidence of self-reflection, and the quality of the writing. Statements will be submitted electronically via Blackboard. The exact manner in which the personal statement will be evaluated is depicted in Appendix A: Personal Statement Grade Sheet attached at the end of this syllabus. The initial personal statement will be used to develop the final personal statement required for the final portfolio.

**Learning Objective Worksheet** (5 points each, 65 total points)

Students will complete a worksheet during class for each identified learning objective that will provide the foundation for their development of a written narrative and evidence related to each objective. This worksheet will provided by the instructor at the beginning of class and students will have an entire class period to work with their classmates to finish. Worksheets will be collected at the end of the period. Worksheets will be evaluated for completion (addressed each part of the assignment) and appropriateness (used time allotted, answered suitably given topic). THERE WILL BE NO MAKE-UP FOR MISSED WORKSHEETS.

**Objective Narrative and Evidence** (25 points each, 325 total points)

Students will complete a written narrative and provide supporting evidence for each identified learning objective. Each written narrative should: 1) explain the learning objective, 2) appraise the applicability of the learning objective to the emergency management profession and/or function, 3) evaluate—using evidence—personal performance with respect to the objective, 4) assess gaps/deficiencies in performance related to the objective, 5) analyze the impact that gaps/deficiencies may have on personal intent to apply your degree, and 6) describe potential means to correct deficiencies/bridge gaps.

Students must submit evidence of their personal performance from their emergency management coursework that supports their analysis of the extent to which they can demonstrate the learning objective. What constitutes evidence will be made clear through course discussion.

The portfolio formatting guidelines posted on Blackboard should be followed when preparing the written narrative and evidence. Submission method of written narrative and evidence assignments will be discussed in class. The manner in which the objective narratives and evidence will be evaluated is depicted in Appendix B: Grading Rubric for Written Narratives and Evidence attached at the end of this syllabus. A final version of the narrative and evidence for each learning objective that incorporates instructor feedback and additional reflection will become part of your final portfolio.

**Individual Development Plan** (30 points)

Students will complete an individual development plan. The assignment requires students to synthesize and prioritize the gaps and deficiencies identified for each learning objective in order to assess overall areas for future professional development based on personal aspirations. The completed plan will provide a guide for professional development after graduation to assist students in the achievement with professional goals.

The assignment template and portfolio formatting guidelines posted on Blackboard should be followed when preparing the individual development plan. The individual development plan will be submitted electronically via Blackboard. The manner in which the individual development plan will be evaluated is depicted in Appendix C: Individual Development Plan Grade Sheet attached at the end of this syllabus. A final version of the individual development plan that incorporates instructor feedback and additional reflection will become part of your final portfolio.

**Final Portfolio** (100 points)

Students will submit a final portfolio both electronically and paper-bound. The portfolio should be formatted in accordance with portfolio formatting guidelines posted on Blackboard. The portfolio will include 1) a final personal statement detailing the reasons the student pursued the emergency management degree, what the student intends to do with the degree after graduation, and what readers should take away from the portfolio, 2) the revised written narrative and evidence for each learning objective, and 3) the student’s finalized individual development plan to guide future professional development, 4) appendices as necessary. Electronic copies will be submitted via Blackboard. The paper-bound copy will be submitted during the student’s oral presentation of the portfolio to department faculty and returned to the student once graded. Both copies must be submitted in order for the portfolio to be graded. The portfolio will be evaluated in accordance with Appendix D: Final Portfolio Grade Sheet attached at the end of this syllabus.

**Oral Presentation** (30 points)

Students will provide a brief (5-7 minute) presentation of their portfolio to faculty within the Emergency Management Department. The presentation should summarize the pertinent parts of your personal statement (why the degree and what do you hope to do with it), highlight key insights from your examination of the learning objectives (e.g. which would be the most applicable to your future, where did you excel, where do you need additional development), and relate how you plan to move forward with your professional development after graduation. No PowerPoint or multimedia is required (or desired!). Presentations will be evaluated in accordance with Appendix E: Oral Presentation Grade Sheet attached to the end of this syllabus.

**Case Study Reading Assignment and Paper** (75 points)

Students will randomly be assigned to read ONE of the following disaster case study books:

1. Barry, J.M. (1997). Rising tide: *The great Mississippi flood of 1927 and how it changed America*. New York, NY: Touchstone.
2. McCullough, D. (1968). *The Johnstown flood*. New York, NY: Simon & Schuster Inc.
3. McQuaid, J. & Schleifstein, M. (2006). *Path of destruction*. New York, NY: Little, Brown and Company.
4. Zebrowski, E. & Howard, J.A. (2005). *Category 5: The story of Camille*. Ann Arbor, MI: University of Michigan Press.

Students will be responsible for locating and/or ordering the assigned book. After reading the assigned book, students will write an essay that identifies how the case study provides evidence that a minimum of seven of the learning objectives are important for people in the profession and/or distributed function to learn about. The essay should include a brief discussion of what each of the seven objectives entails and provide specific evidence from the book related to importance of learning about each objective. Papers should be at least 7 pages double-spaced, with 1-inch margins, and in 12-pt font. Essays will be submitted electronically via Blackboard. The manner in which essays will be evaluated is depicted in Appendix F: Grading Rubric for Case Study Paper attached at the end of this syllabus.

**Evaluation**

**Grade Scale Letter Grade Scale**

|  |  |  |
| --- | --- | --- |
| *Graded Item* | *Points* | *Percentage* |
| Initial Personal Statement | 15 | 2% |
| Worksheets | 65 | 10% |
| Narrative & Evidence | 325 | 51% |
| IDP | 30 | 4.5% |
| Final Portfolio | 100 | 16% |
| Oral Presentation | 30 | 4.5% |
| Case Study Paper | 75 | 12% |
| Total | 640 | 100% |
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| --- | --- | --- |
| *Point Range* | *Percentage Range* | *Letter Grade* |
| 573-640 | 90-100% | A |
| 509-572 | 80-89% | B |
| 445-508 | 70-79% | C |
| 381-444 | 60-69% | D |
| Less than 381 | Less than 60% | F |

**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.

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments** |
| Week One: January 12-16 |
| Topics:* Course Introduction
* Statement of Intent
 | W: Course introduction, syllabus reviewF\*: Portfolio formatting, discussion of evidence, initial statement of intent\*For Friday’s class, please bring copy of your unofficial transcript |
| Week Two: January 19-23—***NO SCHOOL ON MONDAY, JANUARY 19TH*** |
| Topics:* Effective Collaboration
 | M: No classW: Discussion of collaboration objectiveF: Complete learning objective worksheet |
| Week Three: January 26-30 |
| Topics:* Effective Collaboration
* Understanding of Emergency Management Stakeholder Groups
* Knowledge of Common Emergency Management Partner Relationships
 | M: Draft collaboration written narrative and evidenceW: Discussion of stakeholder groups and partner relationships objectivesF: Complete learning objective worksheet (x2)**DUE FRIDAY**: Completed written narrative and evidence for effective collaboration objective |
| Week Four: February 2-6 |
| Topics:* Understanding of Emergency Management Stakeholder Groups
* Knowledge of Common Emergency Management Partner Relationships
* Familiarity with Key Emergency Management Laws, Regulations, and Policies
 | M: Draft stakeholder groups and partner relationships written narratives and evidenceW: Discussion of laws, regulations, and policies objectiveF: Complete learning objective worksheet**DUE FRIDAY**: Completed written narrative and evidence for understanding emergency management stakeholder groups objective AND knowledge of common emergency management partnership relationships objective |
| Week Five: February 9-13 |
| Topics:* Familiarity with Key Emergency Management Laws, Regulations, and Policies
* Understanding of Key Concepts Integral to the Academic Discipline
 | M: Draft laws, regulations, and policies written narrative and evidenceW: Discussion of key concepts objectiveF: Complete learning objective worksheet**DUE FRIDAY**: Completed written narrative and evidence for familiarity with key emergency management laws, regulations, and policies objective |
| Week Six: February 16-20—***NO SCHOOL ON MONDAY, FEBRUARY 16TH*** |
| Topics: * Understanding of Key Concepts Integral to the Academic Discipline
* Management Concepts and Practices
* Knowledge of the Role of Research for Informing Practice
 | M:No classW: Draft key concepts written narrative and evidenceF: Discussion of management and research objectives |
| Week Seven: February 23-27 |
| Topics:* Management Concepts and Practices
* Knowledge of the Role of Research for Informing Practice
* Understanding of the Professional and Ethical Standards of the Profession
 | M: Complete learning objective worksheet (x2)W: Draft management and research written narratives and evidenceF: Discussion of standards objective**DUE WEDNESDAY:** Completed written narrative and evidence for understanding key concepts integral to the academic discipline objective |
| Week Eight: March 2-6 |
| Topics:* Understanding of the Professional and Ethical Standards of the Profession
* Familiarity with Emergency Management Technologies
 | M: Complete learning objective worksheet W: Draft standards written narrative and evidenceF: Discussion of technologies objective**DUE MONDAY:** Completed written narrative and evidence for management concepts and practices objective AND knowledge of the role of research for informing practice objective |
| Week Nine: March 9-13 |
| Topics:* Familiarity with Emergency Management Technologies
* Historical Awareness of Emergency Management
 | M: Complete learning objective worksheetW: Draft technologies written narrative and evidenceF: Discussion of historical awareness objective**DUE MONDAY:** Completed written narrative and evidence for understanding the professional and ethical standard of the profession objective**DUE FRIDAY:** Case study paper submitted electronically on Blackboard by 11:59 pm. |
| Week Ten: March 16-20—***SPRING BREAK, NO CLASSES*** |
| Week Eleven: March 23-27 |
| Topics:* Historical Awareness of Emergency Management
* Knowledge of Leadership Concepts and Practices
 | M: Complete learning objective worksheetW: Draft historical awareness written narrative and evidenceF: Discussion of leadership objective**DUE MONDAY:** Completed written narrative and evidence for familiarity with emergency management technologies objective |
| Week Twelve: March 30-April 3—***NO SCHOOL ON FRIDAY, APRIL 3RD*** |
| Topics:* Knowledge of Leadership Concepts and Practices
 | M: Complete learning worksheetW: Draft leadership written narrative and evidenceF: No class**DUE MONDAY:** Completed written narrative and evidence for historical awareness of emergency management |

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| Week Thirteen: April 6-10—***NO SCHOOL ON MONDAY, APRIL 6TH*** |
| Topics:* Awareness of the Strengths and Weaknesses of Various Research Methodologies for Application in Emergency Management
 | M: No classW: Discussion of research methodologies objectiveF: Complete learning objective worksheet**DUE WEDNESDAY:** Completed written narrative and evidence for knowledge of leadership concepts and practices objective |
| Week Fourteen: April 13-17 |
| Topics:* Awareness of the Strengths and Weaknesses of Various Research Methodologies for Application in Emergency Management
* Communication
 | M: Draft research methodologies written narrative and evidenceW: Discussion of communications objectiveF: Discussion of communications objective/complete learning objective worksheet**DUE FRIDAY**: Completed written narrative and evidence for awareness of the strengths and weaknesses of various research methodologies objective |
| Week Fifteen: April 20-24 |
| Topics:* Communication
 | M: Complete learning objective worksheetW: Complete learning objective worksheet/draft communication written narrative and evidenceF: Draft communication written narrative and evidence**DUE FRIDAY:** Completed written narrative and evidence for communication objective |
| Week Sixteen: April 27-May 1 |
| Topics:* Individual Development Plan
* Final Personal Statement
 | M: Individual development plan discussion and workgroupsW: Draft individual development planF: Discuss/draft final personal statement**DUE FRIDAY:** Completed individual development plan |
| Week Seventeen: May 4-8 |
| * Final Portfolio
* Oral Presentations
 | M:Portfolio/presentation developmentW: Portfolio/presentation developmentF: Course wrap up and evaluations |
| Finals Week: May 11-15 |
| * **Finals meeting time is Monday, May 11th from 10:30 am to 12:45 pm. Oral presentations will scheduled during finals meeting time. Electronic and paper-bound copies of final portfolio due at that time.**
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**\*This schedule is tentative and is subject to change at the instructor’s discretion.\***

**Appendix A. Socio-Behavioral Foundations of Emergency Management**

**Personal Statement Grade Sheet**

The following standardized grade sheet will be used to evaluate the personal statements. The instructor will evaluate all statements in the following categories: Completion, Self-Reflection, and Writing. The table below identifies the criteria that will be examined with respect to each category as well as the points that can be earned in each category. Points will be lost for failure to meet all of the criteria associated with each category of evaluation. The instructor will identify where improvements can be made by circling criteria not met and, where applicable/necessary, identifying in the notes section specific portions of the statement that did not meet the criteria.

|  |
| --- |
| Student Name: |
| Item | Criteria | Points Available | Total Points Earned |
| COMPLETION | 1. Answers all parts of all questions
2. Following formatting guidelines
 | 3 |  |
| SELF-REFLECTION | 1. Original response to all questions
2. Demonstrates careful thought and insight into topic(s) related to question
 | 8 |  |
| WRITING | 1. Paragraphs are unified and coherent.
2. Logical paragraph sequence with use of transitions to clarify relationships of ideas.
3. Uses perfect spelling, grammar, and punctuation.
4. Sentences skillfully constructed.
 | 4 |  |
| TOTAL SCORE |  |
| Notes (if any): |

**Appendix B. Socio-Behavioral Foundations of Emergency Management**

**Grading Rubric for Written Narratives and Evidence**

The following standardized grading rubric will be used to evaluate the written narrative and evidence assignments. The instructor will evaluate narrative and evidence in the following categories: Organization, Self-Reflection, Evidence, and Mechanics. The table below identifies the criteria that will be examined with respect to each category as well as the points that can be earned in each category. Points will be lost for failure to meet all of the criteria associated with each category of evaluation. Students are encouraged to see the instructor with any questions they have prior to submitting their assignments, while preparing their assignments, and after receiving grades on their assignments!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Organization* | **2** | **1.5** | **1** | **0.5** | **Less than 0.5** |
|  | A thesis statement clearly tells the reader where the writing assignment is going to take them.Paragraph sequence is logical; transitions clarify relationships of ideas. Paragraphs are unified and coherent.Conclusion reinforces where the writing assignment has attempted to take the reader.. | Thesis statement is focused.Sequence of paragraphs is logical; transitions are generally smooth.Paragraphs are unified and coherent.Conclusion is well written and goes beyond summary. | Thesis is evident, but may need sharper focus.Organization is apparent but not consistent. Transitions are lacking.Paragraphs lack coherence and are often short.Conclusion merely summarizes what was written in the writing assignment. | Thesis is weak.Organization is haphazard; paragraphs breaks are illogical. Short undeveloped and/or repetitive paragraphs.Conclusion is weak. | No thesis statement.No organization evident.No conclusion evident. |
| *Self-Reflection* | **10** | **8.5** | **7.5** | **6.5** | **Less than 6.5** |
|  | Writing demonstrates student’s significant thought and insight related to all topics and sub-topics surrounding the learning objective, assessment of personal performance related to the learning objective, and appraisal of gaps/deficiencies related to the learning objective. | Response demonstrates careful thought on the topic insight related to all topics and sub-topics surrounding the learning objective, assessment of personal performance related to the learning objective, and appraisal of gaps/deficiencies related to the learning objective. | Response is appropriate but needs more sustained thinking surrounding the learning objective, assessment of personal performance related to the learning objective, and appraisal of gaps/deficiencies related to the learning objective AND/OR fails to address a topic or sub-topic. | Response inadequately addresses and/or writing does not clearly demonstrate the student’s thoughts surrounding the learning objective, assessment of personal performance related to the learning objective, and appraisal of gaps/deficiencies related to the learning objective. | Inappropriate analysis given topic. Little thought evident. |
| *Evidence* | **10** | **8.5** | **7.5** | **6.5** | **Less than 6.5** |
|  | Appropriate and ample evidence is provided in support of personal performance of learning objective and link between evidence offered and performance is made very clear in the narrative.  | Appropriate and sufficient evidence is provided to substantiate personal performance of learning objective and link between evidence offered and performance is made clear in the narrative.  | Appropriate and sufficient evidence is provided in most places to substantiate personal performance of learning objective. Link between evidence offered and performance is not clear and/or is superficial. | Inappropriate or Inadequate evidence a provided in support of learning objectives.  | Fails to provide evidence in support of learning objective. |
| *Mechanics* | **3** | **2.5** | **2** | **1.5** | **Less than 1** |
|  | Sentences are skillfully constructed, varied, and distinctive.Diction is fresh and precise. Perfect use of the English language.Perfect grammar.Perfect spelling.Perfect punctuation.Portfolio formatting guidelines are followed exactly. | Sentences are generally concise and varied.Diction is fluent. Accurate use of the English language.Few deviations from standard grammar.Few spelling errors. Few punctuation errors.Portfolio formatting guidelines are followed with one minor issue. | Sentences are appropriate but may show little complexity or variety and some awkwardness.Diction is generally clear and idiomatic. Occasional vague wording or misuse of the English language.Occasional fragments or other errors.Occasional misspellings. Occasional punctuation errors such as comma splices. Portfolio formatting guidelines followed but with has multiple minor issues. | Awkward sentences and/or obscure train of thought.Diction is often vague, repetitive, incorrect, and unidiomatic.Repeated fragments or other errors.Repeated misspellings.Repeated punctuation errors such as comma splices.Portfolio formatting guidelines followed but with has major issues. | Sentences lack structure, coherence, and cogence.Diction is vague, repetitive, incorrect, and/or unidiomatic throughout.Serious grammatical errors throughout.Serious and repeated errors in spelling.Serious and repeated errors in punctuation.No attempt made to follow portfolio formatting guidelines. |

 **Appendix C. Socio-Behavioral Foundations of Emergency Management**

**Individual Development Plan Grade Sheet**

The following standardized grade sheet will be used to evaluate the individual development plan. The instructor will evaluate the plan in the following categories: Questions, Analysis and Self-Reflection, and Grammar and Spelling. The table below identifies the criteria that will be examined with respect to each category as well as the points that can be earned in each category. Points will be lost for failure to meet all of the criteria associated with each category of evaluation. The instructor will identify where improvements can be made by circling criteria not met and, where applicable, identifying specific portions of the assignment that did not meet the criteria. Students are encouraged to see the instructor with any questions they have prior to submitting their assignments, while preparing their assignments, and after receiving grades on their assignments!

|  |
| --- |
| Student Name: |
| Item | Criteria | Points Available | Total Points Earned |
| QUESTIONS | 1. Answers all parts of all questions
2. Follows formatting guidelines
 | 6 |  |
| ANALYSIS AND SELF-REFLECTION | 1. Original responses to all questions
2. Clear articulation of professional aspirations/goals
3. Links gaps/shortcomings with professional aspirations/goals
4. Links development opportunities/activities to gaps/shortcomings
5. Development opportunities/activities are meaningful and realistic
 | 20 |  |
| SPELLING AND GRAMMAR | 1. Perfect spelling
2. Perfect grammar
 | 4 |  |
| Total |  |
| Notes (if any): |

**Appendix D. Socio-Behavioral Foundations of Emergency Management**

**Final Portfolio Grade Sheet**

The following standardized grade sheet will be used to evaluate the final portfolio. The instructor will evaluate the portfolio in the following categories: Completion, Evolution, and Formatting. The table below identifies the criteria that will be examined with respect to each category as well as the points that can be earned in each category. Points will be lost for failure to meet all of the criteria associated with each category of evaluation. The instructor will identify where improvements can be made by circling criteria not met and, where applicable, identifying specific portions of the assignment that did not meet the criteria. Students are encouraged to see the instructor with any questions they have prior to submitting their assignments, while preparing their assignments, and after receiving grades on their assignments!

|  |
| --- |
| Student Name: |
| Item | Criteria | Points Available | Total Points Earned |
| COMPLETION | 1. Title page
2. Table of contents
3. Personal statement with added section
4. Written narrative and evidence (including appendices if necessary) for EACH objective
5. Individual development plan
 | 40 |  |
| EVOLUTION | 1. Demonstrated growth/development in personal statement based on instructor feedback and additional reflection
2. Demonstrated growth/development in written narratives and evidence based on instructor feedback and personal reflection
3. Demonstrated growth/development in individual development plan based on instructor feedback and personal reflection
 | 30 |  |
| FORMATTING | 1. Follows all formatting guidelines-font, margins, headings, page numbers, paragraph spacing, title page, table of contents, appendices, tables and figures
 | 30 |  |
| Total |  |
| Notes (if any): |

**Appendix E. Socio-Behavioral Foundations of Emergency Management**

**Oral Presentation Grade Sheet**

The following standardized grade sheet will be used to evaluate the oral presentation. The instructor or faculty member present will evaluate the presentation in the following categories: Organization, Subject Knowledge, and Stage Presence. The table below identifies the criteria that will be examined with respect to each category as well as the points that can be earned in each category. Points will be lost for failure to meet all of the criteria associated with each category of evaluation. The instructor or faculty member will identify where improvements can be made by circling criteria not met and, where applicable, identifying specific portions of the assignment that did not meet the criteria. Students are encouraged to see the instructor with any questions they have prior to submitting their assignments, while preparing their assignments, and after receiving grades on their assignments!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 10 | 8.5 | 7.5 | 6.5 |
| **Organization** | Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated. | Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated. | Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak. | Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward. |
| **Subject Knowledge** | Demonstrated excellent mastery of content, application and implications.  | Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications.  | Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications.  | Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications.  |
| **Stage Presence** | Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact. | Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact. | Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many um=s. | Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures. |
| **NOTES:** |

**Appendix F. Socio-Behavioral Foundations of Emergency Management**

**Grading Rubric for Case Study Paper**

The following standardized grading rubric will be used to evaluate the Case Study paper. The instructor will evaluate papers in the following categories: Organization, Analysis, Evidence, and Mechanics. The table below identifies the criteria that will be examined with respect to each category as well as the points that can be earned in each category. Points will be lost for failure to meet all of the criteria associated with each category of evaluation. Students are encouraged to see the instructor with any questions they have prior to submitting their assignments, while preparing their assignments, and after receiving grades on their assignments!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Organization* | **10** | **8.5** | **7.5** | **6.5** | **Less than 6.5** |
|  | Introduction is engaging and a thesis statement clearly tells the reader where the writing assignment is going to take them.Paragraph sequence is logical; transitions clarify relationships of ideas. Paragraphs are unified and coherent.Conclusion reinforces where the writing assignment has attempted to take the reader. | Introduction is informative and thesis statement is focused.Sequence of paragraphs is logical; transitions are generally smooth.Paragraphs are unified and coherent.Conclusion is well written and goes beyond summary. | Introduction may be weak. Thesis is evident, but may need sharper focus.Organization is apparent but not consistent. Transitions are lacking.Paragraphs lack coherence and are often short.Conclusion merely summarizes what was written in the writing assignment. | Introduction is weak. Thesis is weak.Organization is haphazard; paragraphs breaks are illogical. Short undeveloped and/or repetitive paragraphs.Conclusion is weak. | No introduction evident. No thesis statement.No organization evident.No conclusion evident. |
| *Analysis* | **37.5** | **32** | **28** | **24** | **Less than 24** |
|  | Writing demonstrates student’s clear grasp and ownership of all the learning objectives and how they apply to the profession and distributed function.  | Analysis is good. Student establishes familiarity with all the learning objectives and how they apply to the profession and distributed function.Response to topic demonstrates careful thought on the topic. | Analysis of topic is superficial;student establishes they are adequately familiar with the learning objectives; but an inadequate linkage is made between the learning objectives and the applicability to the profession and distributed function or analysis is overall good but discussion is missing one or two objectives. | Topic is addressed inadequately (missing more than two objectives) and/or writing does not clearly demonstrate the student’s thought on or knowledge of the learning objectives and their applicability to the profession and distributed function. | Inappropriate analysis given topic. Little thought evident. |
| *Evidence* | **37.5** | **32** | **28** | **24** | **Less than 24** |
|  | Accurate and ample evidence from the book is provided related to how each identified objective is important for people in the profession/distributed function to learn. | Accurate and sufficient evidence from the book is provided related to how each identified objective is important for people in the profession/distributed function to learn. | Accurate and sufficient evidence from the book is provided in most places related to how each identified objective is important for people in the profession/distributed function to learn. | Inadequate, superficial, and/or inaccurate evidence from the book is provided related to how each identified objective is important for people in the profession/distributed function to learn. | Fails to provide evidence from the book is provided related to how each identified objective is important for people in the profession/distributed function to learn. |
| *Mechanics* | **15** | **12.75** | **11.25** | **9.75** | **Less than 9.75** |
|  | Sentences are skillfully constructed, varied, and distinctive.Diction is fresh and precise. Perfect use of the English language.Perfect grammar.Perfect spelling.Perfect punctuation.Formatting guidelines are followed exactly. | Sentences are generally concise and varied.Diction is fluent. Accurate use of the English language.Few deviations from standard grammar.Few spelling errors. Few punctuation errors.Formatting guidelines are followed with one minor issue. | Sentences are appropriate but may show little complexity or variety and some awkwardness.Diction is generally clear and idiomatic. Occasional vague wording or misuse of the English language.Occasional fragments or other errors.Occasional misspellings. Occasional punctuation errors such as comma splices.Formatting guidelines followed but with has multiple minor issues. | Awkward sentences and/or obscure train of thought.Diction is often vague, repetitive, incorrect, and unidiomatic.Repeated fragments or other errors.Repeated misspellings.Repeated punctuation errors such as comma splices.Formatting guidelines followed but with has major issues | Sentences lack structure, coherence, and cogence.Diction is vague, repetitive, incorrect, and/or unidiomatic throughout.Serious grammatical errors throughout.Serious and repeated errors in spelling.Serious and repeated errors in punctuation.No attempt made to follow formatting guidelines. |

**Appendix G. Socio-Behavioral Foundations of Emergency Management**

**Undergraduate Learning Objectives**

Undergraduate learning objectives for the NDSU Emergency Management program as per the program’s website at: <http://www.ndsu.edu/emgt/undergraduate/>.

1. Historical awareness of emergency management
2. Effective written communication
3. Effective oral communication
4. Effective interpersonal communication
5. Effective group communication
6. Effective collaboration
7. Knowledge  of management concepts and practices
8. Understanding of the professional and ethical standards of the profession
9. Understanding of key concepts integral to the academic discipline
10. Familiarity with key emergency management laws, regulations, and policies
11. Knowledge of leadership concepts and practices (e.g., advocacy and influence)
12. Understanding of emergency management stakeholder groups
13. Knowledge of common emergency management partner relationships
14. Familiarity with emergency management technologies
15. Knowledge of the role of research for informing practice
16. Awareness of the strengths and weaknesses of various research methodologies for application in emergency management