

PAF 360: Introduction to Emergency Management I

Course Information

Faculty

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Course Number and Title

PAF 360: Introduction to Emergency Management I

Credits

3 credit hours

Course Catalog Description

Emergency management, including basic issues of all-hazards management, phases of emergency management and basic operational systems of incident management systems and the broader incident management system in the United States.

Course Prerequisites

None

Course Overview

In this course, we will be taking an introductory look at the discipline of Emergency Management. We will discuss the theories, principles and philosophies that make up the field, as well as review its historical context, discuss natural and technological hazards and their risk, and review the four phases that make up emergency management. We will also review the vital function of communications, and the post 9-11 concern of terrorism and the impact it has had upon the field.

Learning Outcomes

At the completion of this course, students will be able to:

1. Define Emergency Management;
2. List at least 3 legislative and/or policy events that played a significant role in the history of emergency management;
3. Identify natural and technological hazards that often result in emergencies and disasters
4. Identify how hazards are identified and risk assessed
5. List and describe the four phases of emergency management and apply them to natural and technological disasters;
6. State the importance of emergency management communications;
7. Identify two changes that occurred in Emergency Management following the events of 9-11

8. Describe the future of emergency management in a post 9-11 and Hurricane Katrina environment.

Course Materials

Textbook

Required

Introduction to Emergency Management

Edition: 7th Edition

Authors: George Haddow, Jane Bullock, and Damon Coppola

Paperback ISBN: 9780128171394

eBook ISBN: 9780128171400

Published Date: 14, April 2020

Computer Requirements

- **Computer System:** Windows or Macintosh desktop or laptop computer purchased within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers must be running Windows 10 or newer. Macintosh computers must be running OS 10.13 (High Sierra) or higher
- **Required Software:** Microsoft Office 2016, 2019 or [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use only the most recent version of Firefox (version 77 or higher) or Chrome (version 83 or higher). Students are also advised to have both browsers installed on their computer. Safari and Edge have known compatibility issues with Canvas.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Course Structure

Module 1: The Historical Context of Emergency Management

- Define Emergency Management;
- List at least 3 legislative and/or policy events that played a significant role in the history of emergency management

Module 2: Natural and Technological Hazards and Risk Assessment

- Identify natural and technological hazards that often result in emergencies and disasters
- Identify how hazards are identified and risk assessed

Module 3: The Discipline of Emergency Management: Mitigation and Preparedness

- List and describe the four phases of emergency management and apply them to natural and technological disasters.

Module 4: The Discipline of Emergency Management: Response and Recovery

- List and describe the four phases of emergency management and apply them to natural and technological disasters.

Module 5: Emergency Management and the Terrorist Threat

- Identify two changes that occurred in Emergency Management following the events of 9-11 that effected the risk associated to terrorism.

Module 6: The Discipline of Emergency Management: Communications

- State the importance of emergency management communications.

Module 7: The Future of Emergency Management

- Describe the future of emergency management in a post 9-11 Katrina environment.

Assignments and Evaluation Procedures

Reading/Project Assignments

Students are required to complete the necessary reading and assignments. This includes a hazard and vulnerability worksheet, blog, and FEMA Independent Study course completion certificates for IS 909, IS 700, IS 914, and IS 242, all of which must also be submitted for credit in the appropriate module.

Syllabus Quiz

A Syllabus Quiz is included in Module 0 and consist of 10 questions (10 points) to demonstrate your understanding of the course requirements and policies as set forth in the syllabus.

Quizzes & Final Exam

There are weekly quizzes based upon on that week's readings and assignments. There is one final exam composed of 75 questions. The dates for the quizzes and the final exam are indicated in the course schedule.

Discussion Boards

Class participation is an important expectation of this course. Students are expected to actively participate in each week's discussion board through the course. The faculty role is as a facilitator. Feedback may be provided intermittently to guide the conversation and/or to point out trends or highlight important points. There is no specific word count requirement. The grading is focused on post content. Please be willing to share experiences, and/or provide thoughtful feedback. Posting on past weeks' boards or posting initial posts late do not provide for stimulating discussions with your classmates. The discussion board rubric can be found with the module's discussion board assignment.

FEMA Independent Study (IS) Course Certificates

FEMA IS Courses are interactive web-based courses. After successful completion of the course and its online test, you will receive an email from FEMA that contains a link to a course completion certificate. **You are required to submit a copy of this certificate to receive credit for completing the required course.** A copy of the email from FEMA stating your successfully completed the test is *not* accepted as an alternate. It can take up to 48 hours to receive the email back from FEMA that contains the certificate after successfully completing the online test. BE AWARE OF THIS AND PLAN AHEAD.

There are several Independent Study Course you will complete during this course:

- IS 909 – Community Preparedness Implementing Simple Activities for Everyone
- IS 700 – National Incident Management System (NIMS)
- IS 914 - Surveillance Awareness: What You Can Do
- IS 242 - Effective Communications

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 48 hours of the due date via the Gradebook.

Grading

Summary of Graded Assignments

| Assignment | Points |
|------------------------------------|-------------------|
| Syllabus Quiz | 10 points |
| Introduction Post | 5 points |
| Discussion Board Posts | 60 points |
| Weekly Quizzes | 60 points |
| Hazard Vulnerability Worksheet | 10 points |
| FEMA IS Completion Certificates | 40 points |
| What is Emergency Management Essay | 15 points |
| Muddiest Point | 10 Points |
| Final Exam | 75 points |
| Course Total | 285 points |

Grade Scale

This course does not use a +/- grading system. Rather, final letter grades will be awarded as defined in the table below:

| Grade | Percentage | Points Range |
|-------|------------------|-----------------|
| A | 90.00% – 100.00% | 256.5 – 285 |
| B | 80.00% – 89.99% | 228 – 256.4 |
| C | 70.00% – 79.99% | 199.5 – 227.9 |
| D | 60.00% – 69.99% | 171 – 199.4 |
| E | Below 60% | 170.9 and below |

Course Policies

Communication

Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer **before** contacting your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within **1 business day**.

For questions of a personal nature, email your instructor directly.

Course Modality

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. **All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.**

Due Dates, Late, or Missed Assignments

Assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Late work will be accepted with a penalty of -1 point for each late day, with a maximum of -3 points or 3 days for individual weekly assignments (excluding the midterm and final exam). Late work submitted over 3 days from the due date will not be accepted unless prior approval was arranged with the instructor. The listed are maximum points possible. Simply completing an assignment or posting to the discussion board does not guarantee full points.

Accommodations for Disaster, Military, Religious, and University Activities

Please follow the appropriate University policies to request an [accommodation for religious practices](#), accommodation [due to University-sanctioned activities](#), or accommodation for [military activation of students](#).

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the

official ASU Policy on Cheating and Plagiarism (Policy Statement o8-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled,

doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Student Conduct

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

- [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
- Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

Faculty and university employees are **mandated to report** allegations of unwelcome sexual conduct (<http://www.asu.edu/aad/manuals/acd/acd401.html>). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone to whom you disclose such information. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential.

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#).

Prohibition of Sharing Copyrighted Materials

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

Prohibition of Sharing Course Content

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content. Any recording or transcript of live class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others."

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC.

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

| | |
|--|---|
| ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice) | Polytechnic Campus 480-727-1165 (Voice) |
| West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice) | Tempe Campus 480-965-1234 (Voice) |

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while studying.
- **Copy and paste discussion board posts into a text document** on your personal computer before submitting them. Technical glitches, while rare, do happen, and this can prevent lost work.

- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.
- For additional information, tips, and resources, visit the resources for students learning online at <https://currentstudent.asuonline.asu.edu/>

University Academic Success Programs

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered including tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), to [investigating your topic](#), [rhetorical analysis](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

Pacing, and Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content and read ahead, assignments will not be released until the week they are to be reviewed and discussed. To allow individuals to work ahead goes against the purpose of some course activities like discussions.

Course Schedule

Syllabus Changes

I view this course syllabus as an educational contract between me and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

Course Schedule

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy.

| ACTIVITIES/ASSIGNMENTS | POINTS | DUE DATE |
|---|--------|---|
| MODULE/WEEK 1: The Historical Context of Emergency Management | | |
| Readings: Review Week 1 Lecture | -- | -- |
| Discussion Board Introduce Yourself | 5 | 8/28 |
| Discussion Board Initial and Response Posts | 10 | Initial Post 8/26 Response Post 8/28 |
| What is Emergency Management Essay | 15 | 8/28 |
| Syllabus Quiz | 10 | 8/28 |
| Module 1 Quiz | 10 | 8/28 |
| MODULE/WEEK 2: Natural and Technological Hazards and Risk Assessment | | |
| Readings: Review Week 2 Lecture | -- | -- |

| | | |
|---|----|---|
| Discussion Board Initial and Response Posts | 10 | Initial Post 9/2 Response Post 9/4 |
| Hazard and Vulnerability Work Sheet | 10 | 9/4 |
| Module 2 Quiz | 10 | 9/4 |
| MODULE/WEEK 3: The Discipline of Emergency Management: Mitigation and Preparedness | | |
| Readings: Review Week 3 Lecture | -- | -- |
| Discussion Board Initial and Response Posts | 10 | Initial Post 9/9 Response Post 9/11 |
| Complete FEMA IS 909 Community Preparedness | 10 | 9/11 |
| Module 3 Quiz | 10 | 9/11 |
| MODULE/WEEK 4: The Discipline of Emergency Management: Response and Recovery | | |
| Readings: Review Week 4 Lecture | -- | -- |
| Discussion Board Initial and Response Posts | 10 | Initial Post 9/16 Response Post 9/18 |
| Complete FEMA IS 700 NIMS | 10 | 9/18 |
| Module 4 Quiz | 10 | 9/18 |
| MODULE/WEEK 5: Emergency Management and the Terrorist Threat | | |
| Readings: Review Week 5 Lecture | -- | -- |
| Discussion Board Initial and Response Posts | 10 | Initial Post 9/23 Response Post 9/25 |
| Complete FEMA IS 914 Surveillance Awareness | 10 | 9/25 |
| Module 5 Quiz | 10 | 9/25 |
| MODULE/WEEK 6: The Discipline of Emergency Management: Communications | | |
| Readings: Review Week 6 Lecture | -- | -- |
| Complete FEMA IS 242 Effective Communications | 10 | 10/2 |
| Module 6 Quiz | 10 | 10/2 |
| MODULE/WEEK 7: The Future of Emergency Management | | |
| Readings: Review Week 7 Lecture | -- | -- |
| Discussion Board Initial and Response Posts | 10 | Initial Post 10/7 Response Post 10/9 |
| Muddiest Point | 10 | 10/9 |
| Final Exam | 75 | 10/9 |