



## COURSE SYLLABUS

### CJ 497-71W: Introduction to Emergency Management

Fall 2017

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**Preferred Form of Communication:** Email  
**Communication Response Time:** Refer to the Interaction with Instructor Statement

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings:

#### Textbook(s) Required:

Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014). *Introduction to emergency management*. Waltham, MA: Butterworth-Heinemann.  
ISBN: 978-0-12-407784-3\*

#### Required Reading(s):

No supplemental text required for this class.

Review and explore the FEMA web site: <http://www.fema.gov/>

\*The ISBN: # was placed after the reference for the student's benefit. Note that ISBN: # is not part of the citation or reference.

### **Supplement Reading(s):**

Bacevich, A. (2015). Soft thinking, hard problems: The Obama administration's new national security strategy. *Commonweal*, 3(6), 8-9.

Homeland Security Act of 2002

National Preparedness Goal

National Security Strategy

Nowicki, J. M. (2016). Emergency management. *GAO Reports*, 16(144), 1-57.

Pearce, T. (2016). Building public confidence in emergency management. *Journal of Business Continuity & Emergency Planning*, 9(3), 218-227.

Note: The aforementioned supplemental readings are subject to change as the term progresses. As the supplemental readings or alternative readings are needed or utilized, the instructor will provide links to the material. The links may be URL or pdf. file attachments, which is contingent on the source of the material.

### **Course Description**

This course provides an overview of the principles and practices of emergency management at the local, state, national, and international level(s), provides an overview of the U.S. emergency management system (or programs), and presents the concepts of mitigation, preparedness, communications, response, and recovery. The purpose of this course is to introduce the student to the ways in which a government agency (i.e. local, state, federal, regional and/or tribal), industry, and other non-government organization(s) plan and prepare for, respond to and recover from a disaster, while also understanding the relationship among these organizations. As an introductory course, students can develop skills and capabilities important to future employers as they seek individuals in this rapidly expanding and multi-faceted professional arena.

### **Course Goals & Objectives**

This course will provide you with a foundational knowledge of emergency management that can be applied academically, professionally, or as a basis for an individual volunteer experience/internship. The following student learning outcomes (SLOs) reflect the objectives of this course, which are to provide the student with an understanding of the various components, facets, and relationships of emergency management.

## **Student Learning Outcomes**

1. Develop an understanding of the historical content of emergency management.
2. Develop an understanding of the core principles of emergency management.
3. Develop an understanding of how lessons learned from past disasters have become general principles to guide future action.
4. Develop an understanding of the role of the Federal government in disaster recovery.
5. Develop an understanding of how developing nations are effected by disasters.
6. Develop an understanding of how terrorism has effected the focus of emergency management.

Note: The student learning outcomes (SLOs) will be reviewed and refined, as needed, to reflect the materials presented.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

This course will provide a variety of activities and assessments to assist you in achieving the outcomes and objectives for this course. Each week you will work toward achieving these outcomes through discussion boards, assignments, and exams.

A core competency of this course is critical thinking. There are numerous texts and articles that articulate and define critical thinking that students can locate and review to improve in this area. Critical thinking requires students to think through situations, facts, and issues with an open mind and in an objective way to analyze and evaluate information in an informed manner. Critical thinkers consider all points of view and carefully consider other's perspectives.

### **Student Responsibilities**

This course is designed to enable you to work at your own pace but, as the class web site is our classroom, you should check in regularly. This includes checking the class announcements and email. It is recommended that you check your official university email daily. Please be sure to read and review the course outline/calendar for important due dates. As mentioned, the course is designed for you to work at your own pace; however, course deadlines are firm. No late work will be accepted without prior approval.

The course is designed so that each week will begin on Monday (12:00AM) and end on Sunday (11:59PM), with the exception of the last week of the course (Final Exam Week).

Students are expected to have properly formatted papers/assignments. The format standard for this course is the American Psychological Association (APA) style format. To aid in properly formatting written work for this course students can purchase:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.  
ISBN: 9781433805615\*

...or students can review the online manual locate at:

<https://owl.english.purdue.edu/owl/resource/560/01/>

### **Discussion Forums**

This class will have 10 discussion forums. Each discussion will count for a total value of 50 points towards your final grade for this course. The combined value of all 10 discussion forums is 500 points (50% of the overall course grade).

The discussion topic will be selected and a question will be formulated for you to answer. The question may consist of several parts. Be sure to read the question carefully. Be sure to answer the question entirely and post it to the discussion forum.

To receive full credit for the discussion, you are required to post your initial response (answer the question completely) by the end of the day (11:59PM) on Thursday, then you should reply to 2 other classmate's post by the end of the day (11:59PM) on Sunday. Think of this as a two part process:

- Part 1 – Initial response to the question
- Part 2 – Reply to 2 other classmate's posts

This should be a conversation among students. In other words, during part 2 of this process, you should begin to reply to classmate's post on Friday. The purpose of the reply is to engage in conversation. Your classmates will need time to formulate a response. That being said, if you wait until Sunday to post a reply, then your classmate will not have time to review and respond back. Please understand this process.

Your reply to your classmates must add to the discourse. As I said, this is a conversation. The simple reply, "I agree" or "That is a very interesting position" will not be sufficient. If you do not add to the conversation, then I will deduct points from your grade.

Note: Students have asked me in the past about replying to other student's post(s) prior their own initial post. You may respond to any post on any given day of that week (or before if applicable). For example, you are not restricted or required to wait until Friday to reply. You are not restricted to submitting your initial post before you can reply to fellow classmates.

In addition to the 10 discussion forums, during Week 1, you are **required** to post to the introduction which introduces you to the class. A reply to other classmates is not required. If you have the time, I encourage you to come back to the introductions to "chat" and get to know fellow classmates. I encourage you to read other classmate's post. You never know what you might have in common with others.

### Assignments

Two assignments are required for this class. These assignments are valued at 50 points each for a total of 100 points (10% of the overall course grade). See course outline for further details.

### Exams

This course will have two exams. The mid-term will be valued at 150 points (15% of the overall course grade). The final exam will be valued at 250 points (25% of the overall course grade).

The mid-term exam will cover the material (assigned reading) from Weeks 1 through 7 in the course outline. The mid-term exam will be posted on Monday (October 16) and is due by Sunday (October 22) by the end of the day (11:59PM). You will need to complete the exam and upload it to the course web site in rich text format (i.e. .doc, .docx, etc.). The exam will be essay style questions and these questions may contain multiple parts. You will need to answer all of the question to receive full credit for your answer. Your answer should contain a minimum of 300 words and you will utilize the course standard APA format (6<sup>th</sup> ed.). You may use your notes that you have taken during your assigned reading. You may not copy information from your text. The purpose of the exam is to test your individual knowledge and understanding of the material. This is not a group assignment.

The final exam will cover the material (assigned reading) from Week 9 through 15 in the course outline. The final exam will be due by **Friday (December 15) by noon (12:00PM)**. You will need to complete the exam and upload it to the course web site in rich text format (i.e. .doc, .docx, etc.) by the due date and time. The exam will be essay style questions and these questions may contain multiple parts. You will need to answer all of the question to receive full credit for your answer. Your answer should contain a minimum of 300 words and you will utilize the course standard APA format (6<sup>th</sup> ed.). You may use your notes that you have taken during your assigned reading. You may not copy information from your text. The purpose of the exam is to test your individual knowledge and understanding of the material. This is not a group assignment.

## GRADING

Final grades in this course will be based on the following scale:

|          |                            |
|----------|----------------------------|
| 900-1000 | points = A or 90%-100%     |
| 800-899  | points = B or 80%-89%      |
| 700-799  | points = C or 70%-79%      |
| 600-699  | points = D or 60%-69%      |
| 0-599    | points = F or 59% or Below |

### Assessments

|                      |                    |
|----------------------|--------------------|
| 10 discussion forums | 500 points (50%)   |
| 2 Assignments        | 100 points (10%)   |
| Mid-term             | 150 points (15%)   |
| Final                | 250 points (25%)   |
| Total:               | 1000 points (100%) |

Remember that the lack of participation will result in the deduction of points from your overall course grade.

I have been asked in the past how one can calculate grade percentages based on the point system. I have included an example below:

To figure the percentage for a single grade, multiply the fractional grade by 100.

Points earned divided by Points available multiplied by 100

$$12/15 \times 100 = 80\%$$

$$30/35 \times 100 = 85.7\%$$

$$55/70 \times 100 = 78.6\%$$

To figure out a numerical grade, add up all your earned points (total earned points), add up all the possible points (total possible points available), and write that as a fraction:

$$\text{Total earned points} \quad 12 + 30 + 55 = 97$$

$$\text{Total possible points} \quad 15 + 35 + 70 = 120$$

$$\text{Multiply this fraction by 100} \quad 97/120 \times 100 = 80.83333$$

In this example the grade would be a "B".

## **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: **JAVA web site**  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. **Browser Check** [http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)
- Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - **Adobe Reader** <https://get.adobe.com/reader/>
  - **Adobe Flash Player** (*version 17 or later*) <https://get.adobe.com/flashplayer/>
  - **Adobe Shockwave Player** <https://get.adobe.com/shockwave/>
  - **Apple Quick Time** <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007, or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: **System Requirements for LearningStudio** <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to **myLeo**. <http://www.tamuc.edu/myleo.aspx>

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the “My Courses” tab, and then select the “Browser Test” link under Support Services.

### Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit **Pearson 24/7 Customer Support Site** <http://247support.custhelp.com/>

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.



### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at **myLeo**. <https://leo.tamuc.edu>

### Learner Support

Go to the following link **One Stop Shop**- created to serve you by attempting to provide as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


Go to the following link **Academic Success Center**- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

|  |                          |   |
|--|--------------------------|---|
|  | <b>App Title:</b>        | <b>iPhone</b> – Pearson LearningStudio Courses for iPhone<br><b>Android</b> – LearningStudio Courses - Phone  |
|  | <b>Operating System:</b> | <b>iPhone</b> - OS 6 and above<br><b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS  |
|  | <b>iPhone App URL:</b>   | <a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a> |
|  | <b>Android App URL:</b>  | <a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>                             |

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## LEARNINGSTUDIO NOTIFICATIONS

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

My primary form of communication with the class will be through announcements and email. Any changes in the syllabus or important information critical to this class will be disseminated to students via your official university email address. It is your responsibility to check your university email on a regular basis. Students who email me outside of regular office hours can expect a reply within 24 hours Monday through Friday. Students who email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures

#### Attendance/Lateness

As previously mentioned, this is an on-line course. Your actual presence in a classroom will not be required; however, your participation and contributions in class activities are required.

#### Late Work

As previously mentioned, no late work will be accepted without prior approval.

### **Missed Exams**

Exams will have a start date and an end date. The exam must be taken during this period and submitted by the due dates. An exam cannot be made up; therefore, an effort to complete the exam during the assigned period must be made. If a problem still exists, then you should contact me immediately. Do not wait until the last minute to communicate an issue.

### **Quizzes**

No quizzes will be given in this course.

### **Extra Credit**

Extra credit may be provided at the instructor's discretion.

### **Academic Honesty**

Students who violate university rules on scholastic dishonesty will be subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of receiving an "F" in the course, and dismissal from the university. Policies on scholastic dishonesty will be strictly enforced. Incidents of academic dishonesty will be reported to the Department Head. Students should be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion. The mid-term and final exams are not considered group assignments.

### **Drop Course Policy**

Your grades in this class will be an accurate reflection of your time, effort, and commitment to the subject matter. Everyone begins the class with an "A". No curves will be assessed in the course. If you feel that you have dropped below an acceptable level in this course, it is your responsibility to contact your instructor for possible remedies, drop, or withdraw from the course.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum (i.e. discussion boards): **Netiquette**

<http://www.albion.com/netiquette/corerules.html>

**Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**ADA Statement****Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## COURSE OUTLINE / CALENDAR

### Week 1 (August 28 – Sept. 3)

- Syllabus review.
  - Take time to review the syllabus for this course. If you have questions regarding the syllabus, then direct them to the instructor for clarification.
- Class introductions.
  - Introduce yourself to your classmates in the designated discussion forum. During your introduction:
    - Tell us about you (i.e. likes, dislikes, hobbies, etc.).
    - Give a brief description of your educational background.
    - Tell us why are you taking this course?
    - Tell us what you're hoping to learn in this particular course.
    - What are your aspirations upon completing your degree at TAMUC?

### Week 2 (Sept. 4 – Sept. 10)

- 9/4/17 – University closed in observance of Labor Day
- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 1
- Discussion #1
  - Initial post due by 11:59PM on Thursday, Sept. 7
  - Begin replying to follow classmates
  - Discussion ends on Sept. 10 at 11:59PM
- Assignment #1
  - Locate 5 recent articles from the news (magazine, newspaper, internet, etc.) as it relates to current events or trends in emergency management.
  - Utilize APA format (12-point font, double spaced, etc.).
  - In no more than 5 pages, summarize the articles. Utilizing the concepts and terms found in the text, describe how these articles relate to emergency management and how they apply to the student learning outcomes (SLOs) described in your syllabus.
  - Due on **Sunday, October 15** by 11:59PM
  - Submit the completed assignment in the digital drop box

### Week 3 (Sept. 11 – Sept. 17)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 2
- Discussion #2

- Initial post due by 11:59PM on Thursday, Sept. 14
- Begin replying to follow classmates
- Discussion ends on Sept. 17 at 11:59PM

**Week 4** (Sept. 18 – Sept. 24)

- Assigned Readings
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 3
- Discussion #3
  - Initial post due by 11:59PM on Thursday, Sept. 21
  - Begin replying to follow classmates
  - Discussion ends on Sept. 24 at 11:59PM

**Week 5** (Sept. 25 – Oct. 1)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 4
- Discussion #4
  - Initial post due by 11:59PM on Thursday, Sept. 28
  - Begin replying to follow classmates
  - Discussion ends on Oct. 1 at 11:59PM

**Week 6** (Oct. 2 – Oct. 8)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 5
- Discussion #5
  - Initial post due by 11:59PM on Thursday, Oct. 5
  - Begin replying to follow classmates
  - Discussion ends on Oct. 8 at 11:59PM

**Week 7** (Oct. 9 – Oct. 15)

- Assignment #1 is due by October 15 at 11:59PM

**Week 8** (Oct. 16 – Oct. 22)

- Midterm
  - Due on Sunday, October 22 by 11:59PM

**Week 9** (Oct. 23 – Oct. 29)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 6
  
- Discussion #6
  - Initial post due by 11:59PM on Thursday, October 26
  - Begin replying to follow classmates
  - Discussion ends on Oct. 29 at 11:59PM
  
- Assignment #2
  - Due Sunday, December 10 by 11:59PM
  - <http://www.fema.gov/>
    - Review FEMA web site
  - <https://training.fema.gov/is/>
  - Independent Study Exams now require a FEMA Student Identification (SID) Number. If you do not yet have a SID, register for one today: <https://cdp.dhs.gov/femasid>.
  - Under the independent study tab, after you acquire SID, complete lesson and exam for IS-230.d Fundamentals of Emergency Management.
  - Print a copy of the certificate for your records and print a pdf version (or scan it) and upload the pdf as an attachment to the digital drop box.

**Week 10** (Oct. 29 – Nov. 5)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 7
  
- Discussion #7
  - Initial post due by 11:59PM on Thursday, Nov. 2
  - Begin replying to follow classmates
  - Discussion ends on Nov. 5 at 11:59PM

**Week 11** (Nov. 6 – Nov. 12)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 8
  
- Discussion #8
  - Initial post due by 11:59PM on Thursday, Nov. 9
  - Begin replying to follow classmates

- Discussion ends on Nov. 12 at 11:59PM

**Week 12** (Nov. 13 – Nov. 19)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 9
- Discussion #9
  - Initial post due by 11:59PM on Thursday, Nov. 16
  - Begin replying to follow classmates
  - Discussion ends on Nov. 19 at 11:59PM

**Week 13** (Nov. 20 – Nov. 26)

- Continue the assigned readings and your work towards completing assignment #2

**Week 14** (Nov. 27 – Dec. 3)

- Assigned Reading
  - Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2014).
    - Chapter 10
- Discussion #10
  - Initial post due by 11:59PM on Thursday, Nov. 30
  - Begin replying to follow classmates
  - Discussion ends on Dec. 3 at 11:59PM

**Week 15** (Dec. 4 – Dec. 10)

- Assignment #2 due by Dec. 10 by 11:59PM

**Week 16**

- Final Exam Week (Dec. 11 – Dec. 15)
  - Final Exam is due by **noon (12:00PM) Friday, December 15.**