Capstone Course in Emergency Management  
EADP 4080 (001)

Instructor: Dr. Laura Siebeneck             Office Location: Chilton 204J  
Semester: Fall 2013                                     Office Hours: M 1-3 T 2-4 pm  
Course Schedule: T 6:00-8:50                                   E-mail:  laura.siebeneck@unt.edu  
Course Location: Wooten Hall 216

Prerequisites: EADP 3010, 3035, 3045. Students should be in the last 2 semesters of the program.

Course Description:
This course provides a synthesis of emergency and disaster management concepts and perspectives covered in the core EADP classes. Case studies of disasters are emphasized to provide real-world examples of applied principles. This class will include readings and discussions related to the current theoretical approaches and trends in the field. Students will be expected to creatively analyze these theories and trends in order to make informed and thoughtful contributions to classroom discussion. Additionally, this course will incorporate training modules on the practical skills students of emergency management will be expected to demonstrate upon gaining employment in the field. Specific topics covered in this course include policies that have significance on the day-to-day operations of emergency management organizations, decision-making and ethics in the field and current challenges the new generation will face in their careers.

Course Objectives:
1. Students will be expected to demonstrate a comprehensive understanding of the current and emerging issues related to the field of emergency management.  
2. Upon completion of the course, students should be able to apply basic principles of emergency management to topical issues confronting the field.  
3. The students should develop and refine skill sets essential to enter and contribute to the emergency management profession.  
4. Students should leave this class with the skills and confidence necessary to their roles and responsibilities in the field of emergency management.

Course Readings
All readings for this course will be posted on Blackboard. A list of weekly readings is provided at the end of the syllabus. Any changes to the readings will be noted in class.

Readings
Students are expected to complete all required readings prior to the corresponding topic’s class period. In other words, come to class appraised and prepared to discuss the readings.

Grading Scale
A:  90%
B: 89-80%
C: 79-70%
D:69-60%
F <60%
Grading
5% Attendance and Participation
10% Policy Training
20% Weekly Q&Os
25% Final Project
20% Midterm Exam
20% Final Exam
Total: 100%

Attendance and Participation
Attendance will be assessed at least once every class session. Students are expected to arrive at class on time and to stay the entire class. This class meets only once a week and students should be aware that a significant number of absences will make it difficult to pass the course. Students will be allowed 2 absences before their overall grade will be lowered 1% for each additional absence (e.g. from 5% to 4%), up to a total of 5%. Therefore, there are no excused absences. However, this rule may be waived in extreme circumstances, (e.g. serious illness, death in the family, injury, etc.). In these special cases please contact me so I can work with you.

Students will also be penalized for arriving late to class or leaving early. If a student arrives late to class or leaves early from class on more than two occasions, they will be assessed 1 absence. Each additional tardy or leaving early from class will result in one additional absence.

If you have to miss class for any reason, please arrange to get notes from a fellow classmate. All material covered in class is important.

Students are also expected to come to class prepared for discussion. You will be expected to provide thoughtful contribution to class discussion, which is the basis for the participation grade. Because much of this class entails discussion, failure to participate will be the same as an absence. Please come prepared.

Midterm and Final Exam
To encourage you to keep up with the readings, lectures, and documentaries, a midterm and final exam will be given. The midterm exam is scheduled for October 14th and the final exam will be December 9th from 6:00 to 8:00 p.m. These exams will consist of a combination of true/false, multiple-choice, short answer, and short essay questions. The final exam will be cumulative. Exams must be completed on the scheduled exam date. Exam make-ups and rescheduled exams will be limited to special circumstances (e.g. illness, death in the family, etc.) and with prior notification only. Make-up exams, if granted, will be different than the one given in class.

Weekly Questions and Observations (Q&O’s)
Each week, students will be required to bring to class and hand in two discussion questions and two observations pertaining to each assigned reading handed out the prior week. You will be called upon periodically to share with the class these questions/observations. Therefore, they must be completed prior to class. These discussion questions must be typed and handed in at the end of each class. In addition to this task, students are encouraged to take notes as they complete the reading assignments.
When formulating discussion questions, you may inquire about things such as:
1) The main research question posed in the paper.
2) The major debates or points of contention are addressed in the article.
3) How/why do the authors perspectives differ from other things you have learned in previous courses?
4) Questions about methodological approaches pertaining to this study?
5) What does this research mean for the practitioner vs. researcher?
6) What are the unanswered burning questions/next research steps?
7) Did you find anything particularly unique in the studies that you have questions about?

When formulating observations, you may want to note things such as:
1) Stating how you think this study/reading is relevant to emergency management practice.
2) Are the lessons learned in this study applicable to local/state/federal emergency management?
3) Why do you or do you not agree with what the author notes in the paper.
4) What do you see are the next steps needed in research?
5) Describe any new insights gained from the article.
6) What does this study mean for practitioners?
7) Do you have any critiques/criticisms of the paper? Why?
8) Are you surprised the authors of the different papers reached a consensus or dissention on particular topics?

You will be graded on the quality and thoughtfulness of these questions and observations. These must be typed and handed in at the end of each class period. Late assignments will be accepted with a 10% penalty per day late, up to 1 week after the due date. Emailed assignments will not be accepted.

Policy Training
Each student will lead the class in one mini-training session over a policy relevant to the field of emergency management. Students will sign up for a policy and presentation date the first week of class. More details about this assignment are included at the end of the syllabus.

Group Project
Students will assemble into groups and prepare brochure and public service announcement related to a hazard found in North Texas. Each group will have between 3-4 students. Students will present the project deliverables to the class December 2\textsuperscript{nd}. This project is worth 25\% of your grade. More detailed instructions about this project are included at the end of your syllabus.

E-Mail
Students are welcome – and encouraged – to contact me using e-mail if they have any questions or would like make an appointment to see me outside of scheduled office hours. I generally respond to e-mails within 24 hours of receiving them, however, I may take more time to reply during weekends or holidays.

All students are \textbf{REQUIRED} to have a UNT e-mail address. All e-mailed notifications pertaining to this class will be sent through those channels. In other words, if you do not have an account set up at UNT, you may miss out on important information. It is the responsibility of the student to have this account set up.
Students are expected to maintain a high level of professionalism when writing e-mails. E-mails should include a proper salutation, use complete sentences, and conclude with the sender’s signature. Also please indicate what class and section you are in. E-mails should not resemble a text message (i.e. C U L8 R). Students are training to be emergency management professionals who will one day represent UNT and the EADP program. Any e-mails that are informal or unprofessional will not receive a response.

Department Mailbox
If you need to turn in an assignment outside of class time, you may bring the assignment to the Public Administration Office located in Room 204 in Chilton Hall during regular office hours (9-5). Please ask the assistant at the front desk to time stamp the assignment and to place it in the mailbox. It is also a good idea to e-mail me to confirm that I received the assignment. If the assignment is not time stamped and is turned in late, points will be deducted based on the day I retrieve it from the mailbox.

Cheating and Plagiarism
As future emergency management officials, it is imperative to maintain the upmost level of integrity and honesty. Your actions are not only a reflection of your character, but the reputation of this program and university. Cheating and plagiarism will not be tolerated. The UNT definition and policy on cheating and plagiarism is found at the end of the syllabus. Plagiarism.Org, expands this definition to include:

- Turning in someone else’s work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of the quotation
- Changing words by copying the sentence structure
- Copying so many words or ideas from a source that it makes up the majority of the work, whether you give it credit or not (i.e. copying and pasting from a variety of sources and calling it your own, even if you use citations.)

At a minimum, any student caught cheating or plagiarizing on any assignment or exam will receive a zero and a full letter grade reduction in the course. The instructor also reserves the right to assign the student an automatic F in the course. All instances of cheating or plagiarism will be reported to the Department and University for further disciplinary action. Cheating and plagiarism are serious offenses and are unbecoming of future emergency managers and leaders of our communities. Engaging in this behavior not only reflects poorly on the student, but the department and University as well. There are no second chances. Please, if you have any questions about whether you are citing sources correctly or if you are unsure whether you are plagiarizing or not, come see me before you hand in the assignment. I am more than happy to help.

Student Behavior
All students are expected to conduct themselves in a professional manner at all times. Students are expected to be respectful to the instructor, fellow classmates, and guest speakers. Any
behavior that is disruptive or disrespectful – including but not limited to – talking when the
instructor or fellow classmate is speaking, listening to your i-pod, surfing the internet, checking
Facebook, texting, talking on your cell phone, sleeping, etc. –will not be tolerated and the
student will be asked to correct the behavior and/or asked leave the class. Additionally, no
tobacco use of any form is permitted in class. Repeated offenses will result in a meeting with
our program director and/or reporting to the College and University.

UNIVERSITY AND DEPARTMENT POLICIES

End of the Semester Evaluations

**Required:** The dates students can complete the Student Evaluation of Teaching Effectiveness
are **November 18- December 8.** This is your opportunity to evaluate the instructor. Students
can complete the on-line course evaluation at my.unt.edu

POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written
copies shall be available in the public administration office.

**Definitions**
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of
unauthorized books, notes, or otherwise securing help in a test; copying other’s tests,
assignments, reports, or term papers; representing the work of another as one’s own;
collaborating without authority with another student during an examination or in preparing
academic work; or otherwise practicing scholastic dishonesty.”

**Penalties**
Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the
case of graduate departmental exams, the minimum penalty shall be failure of all fields of the
exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or
by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations
shall automatically be referred to the departmental Curriculum and Degree Programs Committee.
Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor,
be referred to the Curriculum and Degree Programs Committee in the case of either graduate or
undergraduate students. This committee, acting as an agent of the Department, shall impose
further penalties, or recommend further penalties to the Dean of Students, if they determine that
the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

**Appeals**
Students may appeal and decision under this policy by following the procedure laid down in the
UNT Code of Student Conduct and Discipline.
POLICY ON DISABILITY ACCOMMODATION
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

POLICY ON LAPTOPS AND CELL PHONES IN THE CLASSROOM
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.
**TENTATIVE COURSE SCHEDULE**

Below is a tentative schedule for the course. Every effort will be made to adhere to this schedule; however, the schedule may change depending on the needs of the class. Any changes to the schedule will be addressed in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Skills/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9</td>
<td>Introduction to the Course and Students</td>
<td>Skills Self-Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Principles of Emergency Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills: How to conduct training.</td>
</tr>
<tr>
<td>September 16</td>
<td>Principles of Project Management</td>
<td>Select Project Groups and Hazard, Project Kick-Off Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills: Project Management Strategies</td>
</tr>
<tr>
<td>September 23</td>
<td>Leadership and Ethics in Emergency Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills: How to Host a Meeting</td>
</tr>
<tr>
<td>September 30</td>
<td>Crisis and Risk Communication in Emergency Management</td>
<td>Guest Speaker: Harrison Wicks, City of Coppell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills: How to Develop and Deliver a Public Service Announcement</td>
</tr>
<tr>
<td>October 7</td>
<td>Decision-making in Times of Crisis</td>
<td>Guest Speaker: Rebecca Evans and Team: AmeriCorp- FEMA Corps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills: Applying for Graduate Schools</td>
</tr>
<tr>
<td>October 14</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Reviewing and Rethinking ICS and NIMS</td>
<td>Skills: How to Write a Memo and Professional e-Mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Update #1 In-Class, Work on Projects</td>
</tr>
<tr>
<td>October 28</td>
<td>Black Swan – Planning for low probability / high-impact events</td>
<td>Skills: Your Social Media Image</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>New Challenges in EM: Effects of Climate Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills: Networking at Conferences and Conference Etiquette</td>
<td></td>
</tr>
<tr>
<td>November 11</td>
<td>Converting Research into Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Update # 2 In-Class, Work on Projects</td>
<td></td>
</tr>
<tr>
<td>November 18</td>
<td>Disaster in Media and Culture: Pervasive Myths</td>
<td></td>
</tr>
<tr>
<td>November 25</td>
<td>Professionalization of the Field and the Future of Emergency Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills: Professionalism in the Workplace</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Final Project Presentations / Exam Review</td>
<td></td>
</tr>
<tr>
<td>December 9</td>
<td><strong>Final Exam:</strong> 6:00-8:00 WH 216.</td>
<td></td>
</tr>
</tbody>
</table>
Policy and Program Training:

Each student will lead the class in one mini-training session over a policy or program relevant to the field of emergency management. Students will sign up for a policy and presentation date the first week of class. Each training session should be 12-15 minutes long and will include:

1) A description of the policy. In other words, what is the policy?
2) A brief background about the policy. What led to this policy being implemented?
3) What impact does this policy have on mitigation, preparedness, response, and/or recovery?
4) How does this policy impact the day-to-day functions in the field of emergency management?
5) What are the strengths and weaknesses (praises / criticisms) of this policy?

Students will also be required to provide a minimum 1 page handout covering the material included in your mini-training session to the entire class. This means you will need to bring 25 copies of the handout. I am happy to print the handout for you; however, I will need a digital copy of the handout no later than 12 pm on the day of your scheduled presentation. This handout should include a description of the policy and highlight the major components of the policy. You should remember to cite the sources you used to gather information for your presentation and handout. This should be a handout you create – not one re-printed from EMI, FEMA, DHS, etc.

Feel free to be creative when planning your training session. In addition to the handout, you can give the class a quiz, facilitate discussion, lead and activity, etc. It’s your stage for 15 minutes. Just be sure you meet the five objectives noted above.

Your grade will be calculated on the quality of your presentation (60%) and the quality of your handout (40%). A grading rubric for the presentation will be posted online by September 16th.

You must present on your scheduled day. Changes may be made only for valid excuses (same as those outlined in absence policy section of the syllabus) and with prior notification.
Final Project

**Project Overview:** As emergency managers, it is important to identify and understand the nature of natural and man-made risks in your communities. It is equally important that you communicate these risks to the public and provide a comprehensive range of protective actions citizens can undergo in order to mitigate, prepare for, respond, and recover from hazards and disasters. For this project, you will work in groups to create two deliverables: (1) a brochure for UNT students, faculty, and staff communicating a specific hazard (natural or ma-made) found in North Texas and (2) a public service announcement pertaining to the hazard your group is assigned to examine.

**Purpose:** The purpose of this project is to allow students to apply the material covered throughout their EADP courses as well as the Capstone class in order to accomplish three objectives: (1) gain experience working in a team setting, (2) apply project management strategies covered in class, (3) put into practice risk communication techniques discussed in this class and (4) demonstrate and enhance the creative skills necessary for working with public information and outreach programs in the field of emergency management.

**Project Grade Breakdown**
- Hazard Brochure – 35%
- Public Service Announcement – 35%
- Project Management Portfolio – 15%
- Final Presentation – 10%
- Project Contribution Statement – 5%

**Project Timeline**
- **September 16** - Choose project teams and be assigned a hazard to examine
- **October 21** – Project Update #1
- **November 11** – Project Update #2
- **December 2** – Final Projects Due. Project Presentations in Class.

**Forming Project Groups**
On **September 16th**, students will form project groups during class. Each group is required to provide the instructor with a list of group members. Groups need to include 3-4 students. I reserve the right to change/modify the groups as needed. During this time, the groups will also be assigned the hazard their project will address.
Hazard Brochure

The first part of this project is to create a brochure for UNT students, faculty, and staff communicating a specific hazard (natural or man-made) found in North Texas. As UNT attracts many students and employees from other regions, states, and countries, many are unfamiliar with the nature of risks found in North Texas as well as the protective actions they should undertake to eliminate and/or minimize risk. This brochure should be of professional quality, as it is intended to be housed on the UNT –EADP program webpage. Specific content that must be included in this brochure is as follows:

1) Define and describe the hazard. What is it? Where is it? What is its frequency / recurrence interval? What are the potential impacts of this hazard? Are there any interesting fact/figures about the hazard?
2) Provide a very brief history of this hazard in North Texas. Were there any previous losses or extreme events?
3) Who or what is at risk to this hazard?
4) How can we mitigate this hazard?
5) How can we be prepared for this hazard?
6) How should we respond if this hazard occurs? (e.g. What to do if sirens go off? Watch vs. warning, where to shelter, stop, drop, and roll, etc.)
7) Is there anything to we need to do after the hazard is over to ensure our safety?
8) Where can someone find more information about this hazard (NWS, NOAA, DHS?)

Brochure Specifications:
I would advise creating this brochure in Microsoft Publisher, which is available in all the UNT computer labs. When creating the brochure, use the “brochure” template with the 3-panel option. The brochure should include material on both sides of the paper. In Microsoft Publisher, you should see 2 pages when you open up the brochure template. The first page includes material on the outside of the brochure (e.g. cover, backside and one interior page) and the second page includes material on the interior portions of the brochure. If you have any questions about this, please see me. I am happy to help you all walk through this on my computer.

Use of Images in the Brochure:
The use of images is highly encouraged, however if you are using images that are not open source, please gain the appropriate permissions to use those photos. It is advised that you use open-sourced imagery or your own private photos for this brochure. Any images not from your own private collection should be attributed (cited) on the brochure.

What You Will Turn in for a Grade:
On December 2nd, each group should turn in 1 printed version of their brochure and 1 electronic pdf copy of the brochure, which can be e-mailed to me.
Public Service Announcement

Using the principles of risk communication and public service announcements covered in the Capstone course, students will create a public service announcement pertaining to the hazard your group selected for the final project. The intended audience for the public service announcement will be determined by the individual group. In other words, you can choose who the intended audience for the PSA will be (e.g. college-aged students, school-aged children, elderly, immigrant populations, pet owners, home owners, etc.).

The public service announcement should be at least 1 minute in length. These announcements can be created using a variety of media; however be sure that they can be viewed using Windows Media, YouTube, or an equivalent. These PSAs will be viewed during the final presentation given in class December 2nd. Groups will be graded on the design, presentation, and entertainment quality of their PSA as well as how well the groups apply the principles of risk communication and creating PSAs into their project. A copy of the PSA or a link where it can be found should be turned in to me December 2nd.

Project Management Portfolio

As part of this project, students are required to apply project management principles. This portfolio should include information about the project plan, strategy for completion, project schedule, and summary of completed tasks. Specifically, each group’s portfolio should include the following documents reflecting the project life cycle:

1) Project Initiation
   a. Form project team
   b. Set goals for the group

2) Project Planning
   a. Outline tasks and activities
   b. Assign group members to complete tasks and activities
   c. Develop a schedule for these tasks to be completed.
   d. Note any resources you will need and where you can get those resources.
   e. Schedule your own internal deadlines for progress updates from your group members.

3) Project Execution
   a. Report completion of tasks and activities.
   b. Report any issues in completing tasks and report strategy for overcoming any challenges.
   c. Turn in any notes taken at group meetings. Be sure to include information about any meetings your group had, how attended, any drafts of the brochure / PSA, brainstorming sessions, etc.

4) Project Control
   a. Report how project was managed (roles of members in managing project).
   b. Identify mechanism/strategy for project control and review of deliverables.

5) Project Closure
   a. Provide deliverables for your project (include a copy of your brochure and PSA)
b. Include project contribution statement (**turned in separately from portfolio**).
c. Include a list of references / sources you used when creating your brochure and PSA.

**Final Presentation**
Each group will give a 13-15 minute presentation pertaining to their final projects. During this time, students will (1) Provide the class with an overview of their project and their project management strategy (2) present their brochure to the class and (3) premiere their PSA. Further guidelines for the final presentation and a grading rubric will be provided as we approach the final presentation date (December 2nd).

**Project Contribution Statement**
Each member of the group is expected to submit a one-page summary (single spaced) describing his/her contribution and the contributions made by each member of the group. In other words, part of each student’s grade on this project will be based on a peer review of group members’ contributions to the project that will assess participants’ attendance at group working meetings, submission of work as agreed, and useful insights or suggestions. Note that if a student does not participate in any of the group activity, with no genuine reason, he/she will score a zero on the group project. This final project contribution statement should not be included in the final report and must be turned in separately at the beginning of class December 2nd.

**Working in Class**
Students will be given time to work in class on their projects. This provides students with an opportunity to conveniently meet with their group members and make progress on their assignment. This time does not mean that you may leave early. Remember, sometimes attendance is taken twice. If leaving early becomes an issue, then less time will be provided to work on the projects in-class.

**Consultation with the Instructor**
Students are highly encouraged to keep me informed about the progress of their projects as well as any questions you may have. If you have any questions or need help, please don’t hesitate to ask.

**Project Updates**
Project groups will be required to provide project updates to the class on **October 21** and **November 11**. These project updates will very briefly tell the class and the instructor the status of your project. This should include what has been done so far and what the objectives for the upcoming weeks are. This is also a good time to get feedback on your project and to present to the class any challenges you may be experiencing.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16</td>
<td>NFIP and Biggert-Waters Act (Siebeneck)</td>
</tr>
<tr>
<td>September 23</td>
<td>THIRA (Threat and Hazard Identification Risk Assessment)</td>
</tr>
<tr>
<td></td>
<td>Project Impact</td>
</tr>
<tr>
<td></td>
<td>Risk Map</td>
</tr>
<tr>
<td>September 30</td>
<td>NFPA 1600</td>
</tr>
<tr>
<td></td>
<td>Stafford Act</td>
</tr>
<tr>
<td></td>
<td>HMA 2000 (Hazard Mitigation Act 2000)</td>
</tr>
<tr>
<td>October 7</td>
<td>Storm Ready</td>
</tr>
<tr>
<td></td>
<td>PPD-8 (Presidental Policy Directive 8: National Preparedness)</td>
</tr>
<tr>
<td></td>
<td>HSEEP (Homeland Security Exercise and Evaluation Program)</td>
</tr>
<tr>
<td>October 14</td>
<td><strong>Midterm Exam</strong></td>
</tr>
<tr>
<td>October 21</td>
<td>ICS (Incident Command System – Overview)</td>
</tr>
<tr>
<td></td>
<td>NIMS (National Incident Management System – Overview)</td>
</tr>
<tr>
<td></td>
<td>EMAP (Emergency Management Accreditation Program)</td>
</tr>
<tr>
<td></td>
<td>HSPD -7 (Homeland Security Presidential Directive -7)</td>
</tr>
<tr>
<td></td>
<td>CSEPP (Chemical Stockpile Emergency Preparedness Program)</td>
</tr>
<tr>
<td>November 4</td>
<td>IA (Individual Assistance)</td>
</tr>
<tr>
<td></td>
<td>PA (Public Assistance)</td>
</tr>
<tr>
<td></td>
<td>SARA (Superfund Amendments and Reauthorization Act)</td>
</tr>
<tr>
<td></td>
<td>SBA – Small Business Administration- Disaster Assistance</td>
</tr>
<tr>
<td>November 11</td>
<td>NDRF (National Disaster Recovery Framework)</td>
</tr>
<tr>
<td></td>
<td>EPCRA (The Emergency Planning and Community Right-to-Know Act)</td>
</tr>
<tr>
<td></td>
<td>PETS Act (The Pets Evacuation and Transportation Standards Act</td>
</tr>
</tbody>
</table>
Tentative Course Reading List

Below are the assigned readings for this class. All readings will be posted on Blackboard. Any changes to the reading list will be announced in class and Blackboard.

September 9  Principles of Emergency Management


September 16  Principles of Project Management


September 23  Leadership in Emergency Management


September 30  Crisis and Risk Communication in Emergency Management

October 7  Decision-making and Ethics in Times of Crisis


October 14  Midterm Exam

October 21  Reviewing and Rethinking ICS and NIMS


October 28  Black Swan – Planning for low probability / high-impact events


November 4  New Challenges in EM: Effects of Climate Change


November 11  Converting Research into Policy


November 18  Disaster in Media and Culture: Pervasive Myths

November 25  Professionalization of the Field and the Future of Emergency Management
2. TBA

December 2  Final Project Presentations / Exam Review

December 9  Final Exam: 6:00-8:00 WH 216.