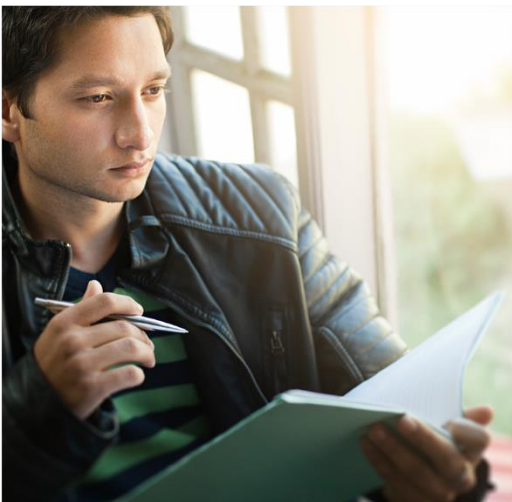
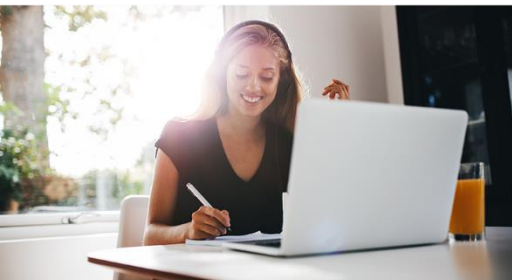
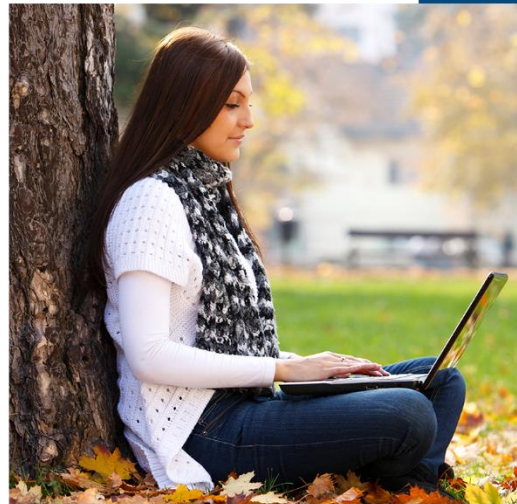




Andrews University  
Global Campus

# SYLLABUS



**SOCI 445 Emergency Planning  
Fall 2024**

# SOCI 445 Emergency Planning Global Campus

## Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to log in regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

## Instructor Contact

Please refer to the course in LearningHub for the teacher's contact information.

## Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail messages to you within 2 *business days* during the week and may not be available to respond on weekends.

## Other Assistance

|   |  |                      |
|---|--|----------------------|
| Username and password assistance                | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>             | (269) 471-6016       |
| Technical assistance with online courses        | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>                     | (269) 471-3960       |
| Exam requests and online proctoring             | <a href="mailto:onlineexams@andrews.edu">onlineexams@andrews.edu</a>       | Call: (269) 471-6566 |
| Distance Student Services - any other questions | <a href="mailto:onlinestudents@andrews.edu">onlinestudents@andrews.edu</a> | Text: (269) 397-4477 |

## Part 1: Course Information

### Course Description

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes the use of related FEMA-provided modules.

This course is designed to introduce students to process and practice of emergency planning. The work has an “all hazards” application to complement the traditional practice of comprehensive emergency management. Emergency planning is treated as a critical avenue to community emergency preparedness. Therefore, emergency planning is presented in its many contexts: the practice of emergency management, the community for which the planning is done—including the political, private business, and nonprofit sectors—and the network of intergovernmental relationships in which planning must operate.

### Prerequisites

SOCI 408 or 508; SOWK 408.

### Required Text/Material

**Note to Berrien Springs campus students:** This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

**Note to online and guest students:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Perry, R. W., & Lindell, M. K. (2012). *Emergency Planning* (1st ed.). Wiley.  
Print ISBN: 9780471920779 eBook ISBN: 9781118312889

### Optional Text/Material

Association, A. P. (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Alexander, D. E. (2002). *Principles of Emergency Planning and Management*. Oxford University Press.

### Credit Hour and Commitment

This course is offered for 2-semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 6 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings: 1.5 hours
- Lectures: .75 of an hour
- Interactive Discussions: 1.5 hours
- Quizzes / Assignments: 1-2.25 hours
- Weekly work on Final Paper: .5 of an hour
- Studying for Upcoming Exams: .5 of an hour

### Institutional Outcomes

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems.

### Program Learning Outcomes

1. Demonstrate effective visual, oral, written, interpersonal, and mediated communication skills.
2. Apply appropriate research skills.
3. Articulate (communicate or demonstrate possession of) a personal worldview and ethical/moral basis for communication choices and actions arising from a critical consideration of the Seventh-day Adventist biblical worldview.
4. Engage an articulated, personal faith through effective leadership and positive, uplifting service to humanity.

5. Apply tools, technologies, and methods of communication or journalism to selected projects and problems. Generate substantially error-free products, projects, or productions appropriate to the field of study.
6. Demonstrate effective verbal and written communication by the transmission of ideas, emotions, concepts, and theories. Also develop an understanding of inferences from the visual, verbal, and written communication of others.

**Student Learning Outcomes**

By actively taking this course, you have the opportunity to learn the following:

| <i><b>Course Objectives</b></i>   | <i><b>PLO(s)</b></i> |
|---|----------------------|
| 1. Describe the emergency planning process and how it forms the framework from which specific strategies and techniques are drawn.  | 1, 2, 1A             |
| 2. Explain the known patterns of human disaster behavior which helps create a vision of actions on the ground where plan implementation takes place.  | 1, 2, 1A             |
| 3. Explain the process of sharing emergency plan information with the public, including the goals for sharing and the social psychology of the communication process.   | 1, 2, 3, 1A          |
| 4. Describe what the planning process must address: preparedness, vulnerability, the notion of resources inside and outside the community, and a view of outcomes for individuals and organizations.                | 1, 2, 1A             |
| 5. Identify the range of strategies and skills that planners require to achieve a successful planning process.  | 1, 2, 3 1A           |
| 6. Identify the basics of generic protective actions and the planning concepts supporting effective protective action recommendations.  | 1, 2, 1A             |
| 7. Explain the two principal types of written plans—an emergency operations plan and a continuity of operations plan.   | 1, 2, 3, 1A          |
| 8. Understand the milestones a planner must address for dealing with disasters in future times and those that one should consider when planning for implementing the emergency plan at the time of disaster impact. | 1, 2, 1A             |
| 9. Understand credentialing for emergency planners and admonitions regarding the preservation of the planning process.  | 1, 2, 1A             |
| 10. Describe the current status of basic emergency planning principles in the research literature and in the future.  | 1, 2, 1A             |
| 11. Write academically about emergency planning in various areas of application (i.e., schools, evacuations, mass fatalities, etc.).  | 1, 3, 5, 6, 1B       |

## Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [Global Campus Student Wellbeing webpage](#).

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, reflection papers on the concepts, short open-book quizzes on the concepts, interactions with the instructor and classmates via discussions, activities, two exams, and a final paper. Regular participation in the course is essential to good performance.

### Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug-in headset)
- Internet: 2.4 Mbps or faster DSL, cable, or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course. Each week a live lecture will occur, it is ideal to attend and interact. If you are unable to attend a pre-recorded session is available in the course materials.

### Assessment Descriptions

#### Assigned Readings

For each lesson, there are textbook reading materials and/or recorded lectures or videos. It is important to keep up with the readings and listen to the lectures. Quizzes test for knowledge and understanding of these assigned readings. Assignments provide opportunities to apply the information and develop communication skills in various situations. More details of the readings are available in the course schedule and LearningHub.

#### Discussion Forums

Discussion forums are opportunities for you, the course instructor, and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes, and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to learn more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations, and encouragements with classmates. Each discussion should incorporate a Seventh-day Adventist biblical worldview in the response.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on the Thursday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on the Sunday of the week the discussion is assigned.

There are Weekly Discussion Posts that require 2 Replies. This is worth a total of 480 points and is weighted for 30% of the grade.

**Quizzes**

There is a multiple choice, matching, short answer, and/or T/F quiz that will be administered to demonstrate mastery of the course material for most of the topics, and listed in the relevant lessons. It is a closed-book quiz that allows for 2 attempts and is timed. There is a total of twelve quizzes with a total number of 210 points with a weighting of 13.125% of the course grade. The answers are available once the quiz is closed. The quiz will only be reopened if the student informs the instructor of the reason why this is necessary and it is considered a valid request.

**Papers**

Papers will be written throughout the semester and will be submitted in LearningHub through Turnitin. This is an academic, written assignment and should be proofread, and spell-checked, with correct grammar and typos free. The papers should be written in 12-point font/Times New Roman; include an introduction, body, conclusion, and bibliography; and sources should be cited in MLA or APA style. Each paper is worth 60 points. There are a total of 5 papers and they make up 18.75% of your total grade. The Paper Rubric will be used to grade. The Lesson outline will identify the topic and page length, typically 3-5 pages.

**Activities**

Each assignment is intended to reinforce the chapter's concepts, apply these in everyday life, and practice communication skills. Activities are in any of the following formats: written responses, charts, infographics, interviews, case studies, research reports, the definition of terms, use of steps and formats to provide solutions to problems in communication scenarios, analysis of communication events, situations, and ideas, self-reflections, completion of surveys to identify styles of behavior, practice exercises, speech outlines, reflection on feedback, video presentations. For further instruction, see the lesson pages in each week of LearningHub. All assignments should be proofread, free of typos, and formatted according to the specific instructions in the assignment. Students should double-check spelling and grammar before turning in any assignments. All assignments must also have a list of sources in APA or MLA format. Links should be supplied for any information found on the internet. Check LearningHub for the various rubrics that are used for grading. The total number of points for assignments is 210 and is weighted at 13.125% of the grade.

**Final Paper**

A final paper will be written in the final week of the semester and will be submitted to LearningHub through Turnitin. This is an academic, written assignment and should be proofread, and spell-checked, with correct grammar and typos free. The final paper should be written in 12-point font/Times New Roman; include an introduction, body, conclusion, and bibliography; and sources should be cited in MLA or APA style. This paper is worth 200 points and makes up 12.5% of your grade. The Final Reflection Paper Rubric will be used to grade.

**The paper must be 5-8 pages on the following topic:**

You are a new emergency manager who is tasked with doing a comprehensive overhaul of the CEMP and COOP Plan. Put together a plan and the specifics from development to implementation for an effective planning process and development.

**Rubrics**

**Discussion Rubric - 30 Points Total**

| Points  | 10 points  | 7 points  | 3 points  | 0 points                                     |
|---|--|---|---|--|
| <b>Quality of Post</b>                        | Appropriate comments: thoughtful, reflective, and respectful of other's postings.                              | Appropriate comments and responds respectfully to other's postings.   | Responds, but with minimum effort. (e.g. "I agree with Bill")                                 | No posting.                                  |
| <b>Relevance of Post</b>                      | Posts topics related to the discussion topic; prompt further discussion of the topic.                          | Posts topics that are related to discussion content.  | Posts topics that do not relate to the discussion content; makes short or irrelevant remarks. | No posting.                                  |
| <b>Contribution to the Learning Community</b> | Aware of community needs; attempts to motivate the group discussion; present creative approaches to the topic. | Attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interact freely. | Does not make an effort to participate in the learning community as it develops.              | No feedback was provided to fellow students. |

**Activities Rubric - 30 Points Total**

| Activities Dimensions           | Performance Rating  |           |   |            |   |           |
|---------------------------------|---|-----------|---|------------|---|-----------|
|                                 | Accomplished  |           | Intermediate  |            | Beginning   |           |
|                                 | 7.5 (30 Pts)  | 6 (24 Ps) | 4.5 (18 Pts)  | 3 (12 Pts) | 2 (8 Pts)   | 1 (4 Pts) |
| <b>Identification of Issues</b> | Presents accurate and detailed descriptions of the problems and issues central to the case; provides a well-focused diagnosis of strategic issues and key problems that demonstrates an excellent grasp of the company's present situation and strategic challenges; descriptions are compelling and insightful; provides a thorough and effective executive summary. |           | With a few exceptions, identifies and outlines the principal problems and issues in the case; demonstrates an acceptable understanding of the company's issues, current situation, and strategic challenges; executive summary provides an adequate overview of the case issues and problems; summary is missing a few minor points, but meets expectations |            | Issues Does not recognize the problems or issues of the case or identifies problems and issues that are not based on facts of the case; displays little understanding of the issues, key problems, and the company's present situation and strategic challenges; executive summary does not present a clear overview of the case issues; main points are not outlined, or cannot be understood. |           |
| <b>Action Plans</b>             | Effectively weighs and assesses a variety of alternative actions that address the multiple issues central to the case; proposes detailed plans of action; action plans are realistic and contain thorough and well-reasoned justifications  |           | Outlines and summarizes some alternative courses of action to deal with most of the issues and problems in the case; in most instances, proposed action plans are outlined, are feasible, and based on relatively sound theory and evidence.  |            | Has difficulty identifying alternatives and appropriate courses of action; few if any alternatives are presented, infeasible actions are proposed, action plans are not supported, or actions do not address the key issues and problems in the case.   |           |
| <b>Stakeholder Perspectives</b> | Clearly and accurately examines the unique perspectives of multiple key stakeholders in the case; demonstrates insightful analysis of strategic tensions or conflicts of interest between the stakeholders.   |           | With a few minor exceptions, adequately identifies and summarizes the perspectives of the principal stakeholders involved in the case; and outlines some conflicts of interest between company stakeholders.  |            | Does not identify or explain the perspectives of any stakeholders involved in the case, or the explanation is flawed in many respects; fails to recognize any differences between the interests of the various stakeholders.  |           |
| <b>Analysis and Evaluation</b>  | Structures a balanced, in-depth, and critical assessment of the facts of the case in light of relevant empirical and theoretical research; constructs insightful and well-supported conclusions using reasoned, sound, and informed judgments.  |           | Provides an acceptable analysis of most of the issues and problems in the case; in most instances, analysis is adequately supported by theory and empirical data; appropriate conclusions are outlined and summarized.  |            | Simply repeats facts identified in the case and does not discuss the relevance of these facts; fails to draw conclusions, or conclusions are not justified or supported; does not present relevant research or data; shows no critical examination of case issues.  |           |



**Paper Rubric - 60 Points Total**

| <b>Criteria</b> | <b>Exceptional (10 points)</b>   | <b>Target (7 points)</b>  | <b>Developing (5 points)</b>  | <b>Emerging (3 points)</b>  | <b>Unacceptable (0 points)</b>  |
|-----------------|--|---|---|---|---|
| <b>Topic 1</b>  | <p>Excellent understanding of Emergency Planning concepts.</p> <p>Correct use of terminology. The reason for the choice is clearly stated.</p> <p>A clear description of relevance to life.</p> <p>Explanation of relevance to communication interactions.</p> <p>Importance for personal relationships.</p> <p>Awareness of mutual understanding and empathy.</p> | <p>Understanding of Emergency Planning concepts.</p> <p>Terminology is partially correctly used.</p> <p>Some reason for the choice of topic.</p> <p>Description of relevance to life. The importance of personal relationships is not clear.</p> <p>Some awareness of mutual understanding and empathy.</p> | <p>Has a limited understanding of Emergency Planning concepts.</p> <p>Minimal support for choice of topic.</p> <p>Brief discussion of relevance to life, to personal relationships.</p> <p>Limited awareness of mutual understanding and empathy.</p>                       | <p>Lacks understanding of Emergency Planning concepts. A brief reference to relevance to life, to personal relationships, and the goal of mutual understanding.</p> <p>Insensitive.</p> | <p>No choice of topic related to Emergency Planning concepts, terminology, and relevance to life and relationships.</p> |
| <b>Topic 2</b>  | <p>Excellent understanding of Emergency Planning concepts.</p> <p>Correct use of terminology. The reason for the choice is clearly stated.</p> <p>A clear description of relevance to life.</p> <p>Explanation of relevance to communication interactions.</p> <p>Importance for personal relationships.</p>   | <p>Understanding of Emergency Planning concepts.</p> <p>Terminology is partially correctly used.</p> <p>Some reason for the choice of topic.</p> <p>Description of relevance to life. The importance of personal relationships is not clear.</p> <p>Some awareness of mutual</p>                            | <p>Lacks understanding of Emergency Planning concepts. Terminology used incorrectly.</p> <p>Minimal support for choice of topic.</p> <p>Brief discussion of relevance to life, to personal relationships.</p> <p>Minimal awareness of mutual</p>                            | <p>Lacks understanding of Emergency Planning concepts. A brief reference to relevance to life, to personal relationships, and the goal of mutual understanding.</p> <p>Insensitive.</p> | <p>No choice of topic related to Emergency Planning concepts, terminology, and relevance to life and relationships.</p> |
| <b>Topic 3</b>  | <p>Excellent understanding of Emergency Planning concepts.</p> <p>Correct use of terminology. The reason for the choice is clearly stated.</p> <p>A clear description of relevance to life.</p> <p>Explanation of relevance to communication interactions.</p> <p>Importance for personal relationships.</p> <p>Awareness of mutual understanding and empathy.</p> | <p>Understanding of Emergency Planning concepts.</p> <p>Terminology is partially correctly used.</p> <p>Some reason for the choice of topic.</p> <p>Description of relevance to life. The importance of personal relationships is not clear.</p> <p>Some awareness of mutual understanding and empathy.</p> | <p>Lacks understanding of Emergency Planning concepts.</p> <p>Terminology used incorrectly. Minimal support for choice of topic.</p> <p>Brief discussion of relevance to life, to personal relationships.</p> <p>Minimal awareness of mutual understanding and empathy.</p> | <p>Lacks understanding of Emergency Planning concepts. A brief reference to relevance to life, to personal relationships, and the goal of mutual understanding.</p> <p>Insensitive.</p> | <p>No choice of topic related to Emergency Planning concepts, terminology, and relevance to life and relationships.</p> |

| Criteria   | Exceptional (10 points)   | Target (7 points)   | Developing (5 points)  | Emerging (3 points)   | Unacceptable (0 points)   |
|--|---|---|--|---|---|
| <b>Synthesis of ideas and insights from the course</b> | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course.  | The response shows evidence of the synthesis of ideas presented and insights gained throughout the entire course.   | The response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course.   | Ideas are randomly presented with minimal synthesis of course content. Few insights were shared.  | The response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course.  |
| <b>Required Components</b>                             | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.                       | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Response fulfills less than 30% of requirements. 30% of questions are not answered.   | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| <b>Structure</b>                                       | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.  | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.  | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. | Writing is off-topic and ideas are unrelated. There is no structure with too many grammatical and spelling errors that the response is incomprehensible.  |

**Final Paper Rubric - 200 Points Total**

| <b>Criteria</b>   | <b>Exceptional (20 points)</b>   | <b>Target (17 points)</b>  | <b>Developing (13 points)</b>   | <b>Emerging (9 points)</b>   | <b>Unacceptable (5 points)</b>  |
|---|--|--|---|--|---|
| <b>Topic 1 (X2)</b>   | <p>Excellent understanding of Emergency Planning concepts.</p> <p>Correct use of terminology. The reason for the choice is clearly stated.</p> <p>A clear description of relevance to life.</p> <p>Explanation of relevance to communication interactions.</p> <p>Importance for personal relationships.</p> <p>Awareness of mutual understanding and empathy.</p> | <p>Understanding of Emergency Planning concepts.</p> <p>Terminology is partially correctly used.</p> <p>Some reason for the choice of topic.</p> <p>Description of relevance to life. The importance of personal relationships is not clear.</p> <p>Some awareness of mutual understanding and empathy.</p>          | <p>Has a limited understanding of Emergency Planning concepts.</p> <p>Minimal support for choice of topic.</p> <p>Brief discussion of relevance to life, to personal relationships.</p> <p>Limited awareness of mutual understanding and empathy.</p>                       | <p>Lacks understanding of Emergency Planning concepts. A brief reference to relevance to life, to personal relationships, and the goal of mutual understanding. Insensitive.</p> | <p>No choice of topic related to Emergency Planning concepts, terminology, and relevance to life and relationships.</p> |
| <b>Topic 2 (X2)</b>   | <p>Excellent understanding of Emergency Planning concepts.</p> <p>Correct use of terminology. The reason for the choice is clearly stated.</p> <p>A clear description of relevance to life.</p> <p>Explanation of relevance to communication interactions.</p> <p>Importance for personal relationships.</p>   | <p>Understanding of Emergency Planning concepts.</p> <p>Terminology is partially correctly used.</p> <p>Some reason for the choice of topic.</p> <p>Description of relevance to life. The importance of personal relationships is not clear.</p> <p>Some awareness of mutual</p>                                     | <p>Lacks understanding of Emergency Planning concepts. Terminology used incorrectly.</p> <p>Minimal support for choice of topic.</p> <p>Brief discussion of relevance to life, to personal relationships.</p> <p>Minimal awareness of mutual</p>                            | <p>Lacks understanding of Emergency Planning concepts. A brief reference to relevance to life, to personal relationships, and the goal of mutual understanding. Insensitive.</p> | <p>No choice of topic related to Emergency Planning concepts, terminology, and relevance to life and relationships.</p> |
| <b>Topic 3 (X2)</b>   | <p>Excellent understanding of Emergency Planning concepts.</p> <p>Correct use of terminology. The reason for the choice is clearly stated.</p> <p>A clear description of relevance to life.</p> <p>Explanation of relevance to communication interactions.</p> <p>Importance for personal relationships.</p> <p>Awareness of mutual understanding and empathy.</p> | <p>Understanding of Emergency Planning concepts concepts.</p> <p>Terminology is partially correctly used.</p> <p>Some reason for the choice of topic.</p> <p>Description of relevance to life. The importance of personal relationships is not clear.</p> <p>Some awareness of mutual understanding and empathy.</p> | <p>Lacks understanding of Emergency Planning concepts.</p> <p>Terminology used incorrectly. Minimal support for choice of topic.</p> <p>Brief discussion of relevance to life, to personal relationships.</p> <p>Minimal awareness of mutual understanding and empathy.</p> | <p>Lacks understanding of Emergency Planning concepts. A brief reference to relevance to life, to personal relationships, and the goal of mutual understanding. Insensitive.</p> | <p>No choice of topic related to Emergency Planning concepts, terminology, and relevance to life and relationships.</p> |
| <b>Synthesis of ideas and insights from the course (X2)</b> | <p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course.</p>  | <p>The response shows evidence of the synthesis of ideas presented and insights gained throughout the entire course.</p>   | <p>The response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course.</p>   | <p>Ideas are randomly presented with minimal synthesis of course content. Few insights were shared.</p>  | <p>The response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course.</p> |

| Criteria                   | Exceptional (20 points)   | Target (17 points)   | Developing (13 points)   | Emerging (9 points)   | Unacceptable (5 points)  |
|----------------------------|---|--|--|---|--|
| <b>Required Components</b> | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.   | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.                          | Response is missing some components and/or does not fully meet the requirements indicated in the instructions.<br>Some questions or parts of the assignment are not addressed.<br>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Response fulfills less than 30% of requirements. 30% of questions are not answered.   | Response excludes essential components and/or does not address the requirements indicated in the instructions.<br>Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| <b>Structure</b>           | Writing is clear, concise, and well organized with excellent sentence/paragraph construction.<br>Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.<br>Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.<br>There are more than five spelling, grammar, or syntax errors per page of writing.   | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. | Writing is off-topic and ideas are unrelated.<br>There is no structure with too many grammatical and spelling errors, that the response is incomprehensible.   |

**Exams**

There are 2 exams for this course. The midterm exam covers material from Lessons 1-8 and is made up of multiple-choice, matching, true/false, and essay questions. The midterm exam will be worth 100 points, and you will be allowed 120 minutes to take this exam. This exam is worth 6.25% of your grade.

The final exam covers material from Lessons 1-16 and is made up of multiple-choice, matching, true/false, and essay questions. The midterm exam will be worth 100 points, and you will be allowed 120 minutes to take this exam. This exam is worth 6.25% of your grade.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/global/students/exams.html](http://www.andrews.edu/global/students/exams.html). Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. You can sign up at <https://calendly.com/sde-exams>. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Online Testing Center ([onlineexams@andrews.edu](mailto:onlineexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

**Academy students:** You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

| Week                 | Lessons   | Readings<br><i>(all non-textbook readings are linked on lesson pages in LH)</i>   | Assignments   | Outcomes Met  |
|----------------------|---|---|---|---|
| Intro                | These items will need to be completed before you will have access to the rest of the course | Orientation<br>Course Overview<br>Introductions<br>Academic Integrity   | Student Introductions<br>Academic Integrity Quiz<br>Academic Integrity Statement  |   |
| 1<br>Aug 26 – 29     | Lesson 1: Emergency Planning & Resilience Overview  | <i>Emergency Planning</i> , Chapters 1 & 13   | Discussion 1<br>Quiz 1<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-2000</a> ,<br><a href="#">IS-2500</a> , <a href="#">IS-2600</a> , <a href="#">IS-2700</a> ,<br><a href="#">IS-2900.a</a> , <a href="#">IS-800.d</a><br>Due Thur, Sept 5, 11:59 pm | SLO: 9, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B                         |
| 2<br>Aug 30 – Sept 5 | Lesson 2: Crisis vs Deliberate Planning   | <i>Emergency Planning</i> , Chapter 9<br>Endsley, M.R. (2021). Situation Awareness<br>FEMA Operational Planning Manual - Chapters 2 and 9   | Discussion 2<br>Activity 1<br>Paper 1<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-1190</a>   | SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B |
| 3<br>Sept 6 – 12     | Lesson 3: NIMS / ICS  | <i>Emergency Planning</i> , Chapter 12.2 - 12.4<br>FEMA Incident Action Planning Guide – 12.2-12.4, 13.1.2<br>FEMA National Incident Management System – Appendix A<br>ICS-214 Review                                     | Discussion 3<br>Activity 2<br>Quiz 2<br>Extra Credit - FEMA<br>Independent Study - <a href="#">ICS 100</a> ,<br><a href="#">ICS-200</a> , <a href="#">NIMS-700</a> , <a href="#">IS-703.b</a> .   | SLO: 1, 4, 5, 6, 7, 8, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B          |
| 4<br>Sept 13 – 19    | Lesson 4: EOC / DOC   | <i>Emergency Planning</i> , Chapter 12 - 12.1<br>FEMA Emergency Operations Center How-to Quick Reference Guide<br>FEMA National Incident Management System – pgs. 35-40 and Appendix B                                    | Discussion 4<br>Paper 2<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-2200</a>   | SLO: 1, 5, 6, 8, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B                |
| 5<br>Sept 20 – 26    | Lesson 5: Comprehensive Emergency Operations Plan   | <i>Emergency Planning</i> , Chapters 4 & 7-7.2<br>FEMA Developing and Maintaining Emergency Operations Plans: CPG-101 pgs. 1-80   | Discussion 5<br>Quiz 3<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-235.c</a>   | SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B |
| 6<br>Sept 27 – Oct 3 | Lesson 6: Risk Assessments  | <i>Emergency Planning</i> , Chapters 5 & 6<br>FEMA Threat and Hazard Identification and Risk Assessment (THIRA) and Stakeholder Preparedness Review (SPR) Guide: CPG-201<br>DHS Strategic National Risk Assessment (SNRA) | Discussion 6<br>Paper 3<br>Quiz 4<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-2001</a>   | SLO: 1, 4, 5, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B                   |

| Week              | Lessons  | Readings<br><i>(all non-textbook readings are linked on lesson pages in LH)</i>  | Assignments   | Outcomes Met   |
|-------------------|--|--|---|--|
| 7<br>Oct 4 – 10   | Lesson 7: Functional Annexes & Hazard-Specific Annexes         | <i>Emergency Planning</i> , Chapters 5 & 6<br>FEMA Developing and Maintaining Emergency Operations Plans: CPG-101 pgs. 81-108<br>CDC Point of Dispensing (POD) Standards<br>Article: Preparedness and Response to a Rural Mass Casualty Incident<br>NTSB Marine Accident Report    | Discussion 7<br>Activity 3<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-2002</a>  | SLO: 1, 4, 5, 6, 7, 8, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B |
| 8<br>Oct 11 – 17  | Lesson 8: Equitable Planning Considerations & Communications   | <i>Emergency Planning</i> , Chapters 3 & 10<br>Article: Social Vulnerability and Procedural Equity: Exploring the Distribution of Disaster Aid Across Counties in the United States<br>Article: Defining Social Equity in Emergency Management: A Critical First Step in the Nexus | Discussion 8<br><b>PROCTORED MIDTERM EXAM</b><br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-368</a>  | SLO: 1, 2, 5, 6, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B |
| 9<br>Oct 18 – 24  | Lesson 9: Information Systems                                  | Article: A Decision-Support Framework for Emergency Evacuation Planning During Extreme Storm Events<br>Article: To Support Urban Emergency Planning: A GIS Instrument for the Choice of Optimal Routes Based on Seismic Hazards  | Discussion 9<br>Paper 4<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-922.a</a>  | SLO: 1, 3, 4, 5, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B       |
| 10<br>Oct 25 – 31 | Lesson 10: Special Event Planning                              | Article: Planning and Managing Security for Major Special Events<br>Article: Managing Large-Scale Security Events: A Planning Primer for Local Law Enforcement Agencies  | Discussion 10<br>Activity 4<br>Quiz 5<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-15.b</a>   | SLO: 1, 3, 4, 5, 8, 9, 10<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B     |
| 11<br>Nov 1 – 7   | Lesson 11: Emergency Action Planning                           | Article: Emergency Action & Operations Planning<br>Article: The Three Rs of Fire Safety, Emergency Action, and Fire Prevention Planning<br>OSHA Emergency Action Planning  | Discussion 11<br>Activity 5   | SLO: 1, 4, 5, 6, 7, 8, 10<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B     |
| 12<br>Nov 8 – 14  | Lesson 12: Continuity of Operations & Continuity of Government | <i>Emergency Planning</i> , Chapter 8-8.2<br>DHS Federal Continuity Directive 1 (FCD-1)<br>DHS Federal Continuity Directive 2 (FCD-2)<br>FEMA Guide to Continuity of Government  | Discussion 12<br>Activity 6<br>Quiz 6<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-1300</a> , <a href="#">IS-545</a> , <a href="#">IS-551</a> | SLO: 1,3, 4, 5, 6, 7, 8, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B   |
| 13<br>Nov 15 – 21 | Lesson 13: Business Continuity, Cyber, & IT Planning           | <i>Emergency Planning</i> , Chapter 8.3<br>NFPA - Chapter 6<br>ISO - 22301, 22361  | Discussion 13<br>Paper 5<br>Extra Credit - FEMA<br>Independent Study - <a href="#">IS-520</a>   | SLO: 1, 2, 4, 5, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B |

| Week                 | Lessons                                     | Readings<br><i>(all non-textbook readings are linked on lesson pages in LH)</i>                      | Assignments  | Outcomes Met   |
|----------------------|---|--|--|--|
| 14<br>Nov 22 – 28    | Lesson 14: International Emergency Planning | United Nations Cluster System<br>Emergency Response Framework  | Discussion 14<br>Activity 7<br>Quiz 7<br>Due Friday, Nov 29, 5:00 pm | SLO: 1, 2, 4, 5, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4, 5, 6<br>IO: 1A, 1B |
| 15<br>Nov 29 – Dec 5 | Lesson 15: Grant Writing & Management       | Article: Grant-Writing Pearls and Pitfalls: Maximizing Funding Opportunities<br>Website: FEMA Grants | Discussion 15<br><b>PROCTORED FINAL EXAM</b>                         | SLO: 1, 2, 4, 5, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4, 5<br>IO: 1A, 1B    |
| 16<br>Dec 6 – 12     | Lesson 16: Putting it Together              |  | Discussion 16<br>Final Paper   | SLO: 1, 2, 4, 5, 8, 9, 10, 11<br>PLO: 1, 2, 3, 4<br>IO: 1B           |

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

| Percent %  | Description   |
|------------|---|
| 30%        | Discussions   |
| 18.75%     | Papers  |
| 13.125%    | Quizzes   |
| 13.125%    | Activities  |
| 12.5%      | Final Paper   |
| 6.25%      | Mid-Term Exam   |
| 6.25%      | Final Exam  |
| 100%       | Total Percent Possible                                  |
| +.25% each | FEMA IS Courses - Extra Credit .25% each, total of 5.5% |

### Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

## Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A            | 93-100%    |
| A-           | 90-92%     |
| B+           | 88-89%     |
| B            | 83-87%     |
| B-           | 80-82%     |
| C+           | 78-79%     |
| C            | 73-77%     |
| C-           | 70-72%     |
| D            | 60-69%     |
| F            | 0-59%      |

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.



4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [andrews.edu/services/sscenter/about/accessibility-accommodations.html](https://andrews.edu/services/sscenter/about/accessibility-accommodations.html)
2. Download the form at [andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](https://andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Email the completed form and disability documentation (if any) to [disabilities@andrews.edu](mailto:disabilities@andrews.edu).
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in a diverse milieu with many discourse communities in the workplace.

### **Honesty**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University [Bulletin](#) are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

**AI Generated Work**

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human-created. The submission of AI-generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

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