

EMGT 410/610: Comprehensive Emergency Management Planning (3 credits)
Fall 2012
T/TH 2:00-3:15 p.m.
Room: NDSU Elect & Comp Eng, Rm 243

Credits: 3

Instructor: Jessica Jensen

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Office Hours: Tuesday and Thursday from 8:30-10:00 a.m. and by appointment

Course Bulletin Description

“Educates students in the preparation of various types of emergency management plans and how to lead a planning process within non-profits, businesses, and/or government organizations”

Course Description

Planning is essential to effective emergency management and is a process that students must be capable of guiding should they pursue a career in emergency management in the private sector, nongovernmental organizations, or government. The goal of this course is to sensitize students to their role in planning as a professional emergency manager and key issues and considerations involved in the development of various types of emergency management plans. This course covers the literature related to a broad range of topics, problems, and activities involved in developing emergency management plans. The course challenges students to evaluate and discuss the quality and content of various emergency management plans in light of the literature. And, the course also provides students with the opportunity to review and discuss current planning documents and guidelines.

Course Objectives

By the end of this course, students will be able to

- Articulate how the emergency manager influences the planning process and plan content;
- Discuss how a planning process is best implemented regardless of the type of plan involved;
- Identify key considerations and content that ought to be addressed in common emergency management plans (e.g., response, recovery, mitigation, continuity); and,
- Identify the key planning documents and guidelines used in emergency management practice.

Course Expectations

1. Grading:

The instructor will make every effort to provide grades for each assignment within two weeks of the assignment's due date. Grades, when provided, will be just that—a point value and letter grade. Explanation of the grade earned will be communicated in person through face-to-face interaction with the course instructor at the participant's request. The instructor encourages students to visit about grades earned throughout the course. Moreover, the instructor highly recommends that course participant's visit with the course instructor to review their ideas for their assignments and/or drafts of their assignments before they are submitted. Feedback is always provided by the instructor; and, this feedback can be very helpful in supporting efforts to earn desired grades.

2. Attendance:

According to [NDSU Policy 333](#), attendance in classes is expected. Only the course instructor can excuse a student from course responsibilities. (The term "*course*" includes class, laboratory, field trips, group exercises, and or other activities.)

3. Behavior:

Students are expected to exhibit courtesy to the instructor and to other students during class time by not engaging in disruptive behavior (e.g., speaking rudely to the instructor or another student in the course, talking/whispering when the instructor or another student is speaking, answering their cell phone, *texting, using their laptop computers to surf the internet or check email*). Students engaging in behavior determined inappropriate by the instructor will be warned once. At the second incident, the student will be asked to leave the classroom for the remainder of the class period. A third incident will result in consultation with the Head of the Department of Emergency Management to initiate cancellation of the student's registration in the course.

4. Diversity:

This course, like North Dakota State University, seeks to create an environment where equal opportunity is guaranteed and diversity is welcomed, respected, and appreciated for all individuals without regard to age, color, disability, gender identity, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race, religion, or participation in lawful activity off the employer's premises during nonworking hours which is not in direct conflict with the essential business-related interests of the employer. In addition to the aforementioned individual characteristics that represent aspects of diversity, participants in the course may also observe diversity in thinking, opinion, beliefs, and argument in our course. Participants in this course are expected to welcome, respect, and appreciate diversity as well as seek opportunities to learn from diversity as it manifests itself in our course.

5. Academic Honesty:

The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. NDSU University Senate Policy, Section 335 (<http://www.ndsu.nodak.edu/policy/335.htm>) will serve as the guideline for cases where cheating, plagiarism, or other academic improprieties have occurred. All student work must be done in a manner consistent with this policy. Students who violate the policy will be subject to failure of the assignment, test, or course, depending on gravity of the offense and the circumstances of the particular case (Policy 335, 2, b).

6. Special Needs:

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the [Disability Services Office](#) as soon as possible.

Assignments

Reading Assignments

There will be extensive reading assignments associated with most weeks in the course. Please see the required readings below for details about the required texts for the course; and, please see the tentative course schedule for specific reading assignments associated with each week of the course.

Required Readings:

1. No texts. Other materials as assigned. Available on Blackboard or through the library. Please see Tentative Course Schedule for more information.

Emergency Managers As Planners Paper (100 points)

The extent to which a planning process and plan serve communities and organizations is largely a function of the emergency manager him/herself. Each student will write an essay that addresses how characteristics of the emergency manager as a person, the choices they make related to the planning process, and their knowledge of key aspects of plan content can be instrumental in facilitating the creation of high quality plans that are likely to be implemented. This essay should demonstrate how students have personalized the material offered through class lecture and assigned readings.

Essays should be 5 or more pages double-spaced, with 1 inch margins, in 12 point font, and cite evidence from lecture and readings in in-text citations and in a reference list at the end of the essay. Printed copies of the essays must be submitted in class on the date the assignment is due.

The assignment due date is listed on the Tentative Course Schedule. Evaluation of the assignment will be based on 5 criteria: essay organization (10 points), mechanics (15 points), use of supporting evidence (25 points), thoroughness (25 points), and personalization (25 points). A grading rubric will be distributed to students at least one week prior to the assignment's due date.

Plan Content Assignments (20 points each, approximately 100 points total)

Most of the reading assignments associated with this course have been required to inform students understanding of what content the literature suggests should be either in ALL plans regardless of type or specific kinds of plans. It is critical that students analyze their assigned readings—NOT with the intention of memorizing specific details of the articles or study findings—but for how the article informs our understanding of the content that should be in a plan and what makes a plan of good quality. Thus, there will be five assignments that require students to “log” or “keep track of” what the articles assigned for a given week say should be in a plan as well as any criteria the article suggests make that particular type of plan of good quality (as opposed to the quality characteristics pertaining to all plans we already will have discussed in class).

The paper copies of the assignments are to be submitted in-class on the date due. Assignments need to be typed. FYI, these assignment will not require full sentences, paragraphs, etc. Before the first assignment is

due the instructor will provide an example in-class of how to go about completing the plan content assignments.

The assignment due dates are listed on the Tentative Course Schedule. Evaluation of the assignments will be based on 2 criteria: comprehensiveness (10 points) and accuracy (10 points). A grading rubric will be distributed to students at least one week prior to the first assignment's due date.

Plan Evaluation Sheets (50 points each, 150 points total)

This class will also provide students the opportunity to evaluate the degree to which various types of emergency management plans contain key content associated with the plan type as well as the degree to which the plans demonstrate criteria associated with a high quality plan. Thus, students will be asked to analyze 2 plans of the following types: continuity, response, mitigation, and recovery. Students will be provided a standardized evaluation sheet to complete for each type of plan.

Students will need to complete their analysis of two plans using these sheets and submit them at the start of class on the dates due. The assignment due dates are listed on the Tentative Course Schedule.

Evaluation of the assignments will be based on the accuracy of each evaluation sheet. A grading rubric will be distributed to students at least one week prior to the first assignment's due date. *Note:* Students can opt out of doing the plan evaluation sheets for one type of plan. Each student will sign up for their plan evaluations early in the semester.

Plan Evaluation Analysis (50 points each, 150 points)

Students will need to write an essay discussing the overall quality of the plans they reviewed and the relative quality of each based on their plan evaluation sheets. These essays will be due on the same date as the evaluation sheets. Thus, printed copies of the essays must be submitted with the plan evaluation sheets in class on the same date.

Essays should be NO MORE THAN 4 pages double-spaced, with 1 inch margins, and in 12 point font. NOTE: NO EVIDENCE IS REQUIRED FOR THESE ESSAYS AS IT IS ASSUMED THE EVIDENCE IS IN YOUR EVALUATION SHEETS. The short length of these essays will require students to write simply, clearly, and concisely.

Evaluation of the assignments will be based on 3 criteria: organization (10 points), mechanics (10 points), analysis (30 points). A grading rubric will be distributed to students at least one week prior to the first assignment's due date. *Note:* Students can opt out of doing the plan evaluation analysis for one type of plan. It must be the same plan type as they opted out for the evaluation sheets. Each student will sign up for their plan evaluation analyses early in the semester.

UNDERGRADUATE PROJECT: GET TRAINED-UP (50 points each module, 100 points total)

As part of the course undergraduate students will complete 2 FEMA Independent Study course modules. The inclusion of these courses within the course is intended to provide undergraduate students an opportunity to gain relevant training as well as the opportunity to develop foundational knowledge of current practice in the field related to emergency management planning issues.

During the second week of class, undergraduate students will sign-up for the modules they will complete. There will only be 3-4 openings to sign up for each module.

It is expected that students will have completed their chosen course modules by the date due. The list from which students can choose their modules is provided below.

- *Module 1:* 235.a Emergency Planning, 700 National Incident Management System, 775 EOC Management and Operations, and 800.b National Response Framework,
- *Module 2:* 546.a Continuity of Operations Awareness, 547.a Introduction to Continuity of Operations, and 548 Continuity of Operations Program Manager,
- *Module 3:* 10a Animals in Disasters: Awareness and Preparedness, 11.a Animals in Disasters: Community Planning, and 366 Planning for the Needs of Children.
- *Module 4:* 393a Introduction to Hazard Mitigation, 318 Mitigation Planning for Local and Tribal Communities, and 212 Unified Hazard Mitigation Assistance
- *Module 5:* 403 Introduction to Individual Assistance, 634 Introduction to FEMA's Public Assistance Program, 632a Introduction to Debris Operations, and 253, Coordinating Environmental and Historical Preservation Compliance.

If students present *a printed* copy of their Completion Certificate OR *a printed* copy of the email they received from FEMA confirming that they passed the course (since the start of the semester) in-class on the date due, then the student will receive full credit. Reduction in points earned will be consistent with the course late policy. If students have already taken any of the courses, they have to, at minimum, retake the test associated with the course and present the instructor with their NEW Completion Certificate, or copy of the email they received from FEMA confirming that they passed the course.

GRADUATE PROJECT: Linking Literature, Standards, and Evaluations Paper

Graduate students will be challenged to write a 15-20 page paper (not including references) that analyzes the degree to which professional planning standards, emergency management planning literature, and current practice related to the four kinds of plans reviewed in class are in synch and discuss the implications of their findings for the future of the emergency management profession and/or emergency management higher education. MORE INFORMATION ABOUT THIS PAPER ASSIGNMENT WILL BE PROVIDED IN A SPECIALLY SCHEDULED MEETING BETWEEN THE COURSE INSTRUCTOR AND GRADUATE STUDENTS EARLY IN THE COURSE.

Tentative Course Schedule

Date	Topic	Assignments
MODULE ONE: COURSE INTRODUCTION		
Week One: August 20-24		
Topics: <ul style="list-style-type: none"> • Course Introduction • Emergency Management Planning <ul style="list-style-type: none"> • History • Context • Types 	Assignment(s): <ul style="list-style-type: none"> • None 	Reading(s): <ul style="list-style-type: none"> • Perry, R., & Lindell, M. (2006). Introduction to emergency planning. In R. Perry and M. Lindell, <i>Emergency planning (pp.1-32)</i>. Hoboken, NJ: John Wiley & Sons Inc. • Kelly, E. (2010). Introduction to planning. In E. Kelly, <i>Community planning, 2nd Edition</i> (pp. 29-46). Washington, DC: Island Press.
Week Two: August 27-31		
Topics: <ul style="list-style-type: none"> • The Emergency Management Professional as a Planner 	Assignment(s): <ul style="list-style-type: none"> • None 	Reading(s): <ul style="list-style-type: none"> • Brooks, M. (2002). The politically savvy planner. In M. Brooks, <i>Planning theory for practitioners (pp. 185-195)</i>. Chicago: Planners Press, American Planning Association. • Brooks, M. (2002). Vision. In M. Brooks, <i>Planning theory for practitioners (pp. 196-204)</i>. Chicago: Planners Press, American Planning Association. • McGuire, M.(2009). The new professionalism and collaborative activity in local emergency management. In R. O’Leary and L. Bingham (eds.), <i>The collaborative public manager: New ideas for the twenty-first century</i> (pp. 71-93). Washington, DC: Georgetown Press.
MODULE TWO: BEGINNING THE PLANNING PROCESS WITH THE END IN MIND		
Week Three: September 3-7— NO SCHOOL ON MONDAY, SEPTEMBER 3		
Topics: <ul style="list-style-type: none"> • Beginning The Planning Process with the End in Mind <ul style="list-style-type: none"> • Sustainability and Resilience • Legal Issues and Liability • Functional Needs 	Assignment(s): <ul style="list-style-type: none"> • None 	Reading(s): <ul style="list-style-type: none"> • Tobin, G. (1999). Sustainability and community resilience: The holy grail of hazards planning? <i>Environmental Hazards, 1</i>, 13-25. • Nicholson, W. (2007). Emergency planning and potential liabilities for state and local government. <i>State and Local Government Review, 39</i>(1), 44-56. • Berke, P., Cooper, J., Salvesen, D., Spurlock, D., & Rausch, C. (2010). Disaster plans: Challenges and choices to build the resiliency of vulnerable populations. <i>International Journal of Mass Emergencies and Disasters, 28</i>(3), 368-394.
Week Four: September 10-14		
<ul style="list-style-type: none"> • Beginning The Planning Process with the End in Mind 	Assignment(s): <ul style="list-style-type: none"> • None 	

<ul style="list-style-type: none"> • The Relationship between The Planning Process, Plan Quality, and Plan Implementation • Some Basic Components of Quality 	<p>Reading (s):</p> <ul style="list-style-type: none"> • Berke, P., & Godschalk, D. (2009). Searching for the good plan: A meta-analysis of plan quality sties. <i>Journal of Planning Literature</i>, 23(3), 227-240. • Laurian, L., Day, M., Backhurst, M., Berke, P., Ericksen, N., Carwford, J., Dixon, J., & Chapman, S. (2004). What drives plan implementation? Plans, planning agencies and developers. <i>Journal of Environmental Planning and Management</i>, 47(4), 555-577. • Perry, R., & Lindell, M. (2006). Fostering successful emergency planning. In R. Perry and M. Lindell, <i>Emergency planning</i> (pp. 91-115). Hoboken, NJ: John Wiley & Sons Inc.
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MODULE THREE: THE PLANNING PROCESS

Week Five: September 17-21

<p>Topics:</p> <ul style="list-style-type: none"> • Planning Process <ul style="list-style-type: none"> • The Importance of Participation • Community Mapping 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • UNDERGRADUATE PROJECT: First module certificates due <p>Reading(s):</p> <ul style="list-style-type: none"> • Burby, R. (2003). Making plans that matter: Citizen involvement and government action. <i>Journal of the American Planning Association</i>, 69(1), 33-49. • Evans-Cowley, J. & Gough, M. (2008). Citizen engagement in post-Hurricane Katrina planning in Harrison County, Mississippi. <i>Cityscape: A Journal of Policy Development and Research</i>, 10(1), 21-38. • Godschalk, D., Brody, S., & Burby, R. (2003). Public participation in natural hazard mitigation policy formation: Challenges for comprehensive planning. <i>Journal of Environmental Planning and Management</i>, 46(5), 733-754.
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Week Six: September 24-28

<ul style="list-style-type: none"> • Planning Process <ul style="list-style-type: none"> • Providing Information • Getting Information 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • None <p>Reading(s):</p> <ul style="list-style-type: none"> • Creighton, J.(2005). Techniques for getting information to the public. In J. Creighton, <i>The public participation handbook: Making better decisions through citizen involvement</i> (pp. 89-101). San Francisco: Jossey-Bass. • Creighton, J. (2005). Techniques for getting information from the public. In J. Creighton, <i>The public participation handbook: Making better decisions through citizen involvement</i> (pp. 102-138). San Francisco: Jossey-Bass.
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Week Seven: October 1-5

<ul style="list-style-type: none"> • Planning Process <ul style="list-style-type: none"> • Designing, Developing, and Facilitating Planning Meetings, Oh, My! 	<p>Assignment(s):</p> <ul style="list-style-type: none"> • EM as Planner Paper, DUE 10/4 <p>Reading(s):</p> <ul style="list-style-type: none"> • Creighton, J. (2005). Designing public meetings. In J. Creighton, <i>The public participation handbook: Making better decisions through citizen involvement</i> (pp. 143-148). San Francisco: Jossey-Bass. • Creighton, J. (2005). Developing interactive meetings. In J. Creighton, <i>The public participation handbook: Making better decisions through citizen involvement</i> (pp. 149-165). San Francisco: Jossey-Bass. • Creighton, J. (2005). Facilitating public meetings. In J. Creighton, <i>The public participation handbook: Making better decisions through citizen involvement</i> (pp. 166-172). San Francisco: Jossey-Bass. • Creighton, J. (2005). Determining meeting logistics. In J. Creighton, <i>The public participation handbook: Making better decisions through citizen involvement</i> (pp. 173-180). San Francisco: Jossey-Bass.
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MODULE THREE: PRODUCING AND ASSESSING PLANNING AND SPECIFIC PLANS

Week Eight: October 8-12

<ul style="list-style-type: none"> • Foundation of ALL Emergency Management Plans <ul style="list-style-type: none"> • Hazard Analysis • Vulnerability Assessment • Risk Assessment • Other shared content 	Assignment(s): <ul style="list-style-type: none"> • Plan Content Assignment—ALL Plans, DUE 10/9
	Reading(s): <ul style="list-style-type: none"> • Pine, J. Chapters 1, 2, 4, and 6. In J. Pine (ed.), <i>Natural hazards analysis: reducing the impact of disasters</i> (pp. 1-50, 108-130, 136-154). Boca Raton, FL: CRC Press.

Week Nine: October 15-19

<ul style="list-style-type: none"> • Mitigation Planning <ul style="list-style-type: none"> • Plan Content • Theory and Research • Stakeholders 	Assignment(s): <ul style="list-style-type: none"> • Plan Content Assignment—Mitigation Plans, DUE 10/16
	Reading(s): <ul style="list-style-type: none"> • Berke, P., Smith, G., & Lyles, W. (2012). Planning for resiliency: Evaluation of state hazard mitigation plans under the Disaster Mitigation Act. <i>Natural Hazards Review</i>, 13(2), 139-149. • Brody, S. (2003). Are we learning to make better plans?: A longitudinal analysis of plan quality associated with natural hazards. <i>Journal of Planning Education and Research</i>, 23, 191-201. • Kang, J. E., Peacock, W., & Husein, R. (2010). An assessment of coastal zone hazard mitigation plans in Texas. <i>Journal of Disaster Research</i> 5(5), 526-534. • Schwab, A., & Brower, D. (2008). Increasing resilience to natural hazards: Obstacles and opportunities for local governments under the Disaster Mitigation Act of 2000. <i>Environmental Law Reporter</i> 38, 10171-10186.

Week Ten: October 22-26

<ul style="list-style-type: none"> • Mitigation Planning <ul style="list-style-type: none"> • Structuring Mechanisms • Evaluating Current Practice 	Assignment(s): <ul style="list-style-type: none"> • Mitigation Plan Evaluation Sheets AND Essays, DUE 10/25
	Reading (s): <ul style="list-style-type: none"> • None

Week Eleven: October 29-November 2

<ul style="list-style-type: none"> • Recovery Planning <ul style="list-style-type: none"> • Plan Content • Theory and Research • Stakeholders 	Assignment(s): <ul style="list-style-type: none"> • Plan Content Assignment—Recovery Plans, DUE 10/30
	Reading(s): <ul style="list-style-type: none"> • Schwab, J., Topping, K., Eadie, c., Deyle, R., & Smith, R. 91998). Chapter 4: The planning process. In J. Schwab, K. Topping, C. Eadie, R. Deyle, and R. Smith, <i>Planning for post-disaster recovery and reconstruction</i> (pp. 89-111). Washington, DC: American Planning Association. • Phillips, B. (2009). Chapter 3: Disaster recovery planning. In B. Phillips, <i>Disaster recovery</i> (pp. 61-130). New York: Taylor & Francis. • Smith, G. A (2011). Planning for disaster recovery. In G. Smith, <i>Planning for post-disaster recovery: A review of the United States disaster assistance framework</i> (pp. 265-314). Fairfax, VA: Public Entity Risk Institute.

Week Twelve: November 5-9

<ul style="list-style-type: none"> • Recovery Planning <ul style="list-style-type: none"> • Structuring Mechanisms • Evaluating Current Practice 	Assignment(s): <ul style="list-style-type: none"> • Recovery Plan Evaluation Sheets AND Essays, DUE 11/8
	Reading(s): <ul style="list-style-type: none"> • None

Week Thirteen: November 12-16— <i>NO SCHOOL ON VETERANS DAY MONDAY</i>	
<ul style="list-style-type: none"> • Response Planning <ul style="list-style-type: none"> • Plan Content • Theory and Research • Stakeholders 	Assignment(s): <ul style="list-style-type: none"> • Plan Content Assignment—Response Plans, DUE 11/12 Reading(s): <ul style="list-style-type: none"> • Dynes, R. (1983). Problems in emergency planning. <i>Energy</i>, 8(8-9), 653-660. • Perry, R., & Lindell, M. (2006). The content and format of emergency plans. In R. Perry and M. Lindell, <i>Emergency planning</i> (pp. 182-219). Hoboken, NJ: John Wiley & Sons Inc. • Perry, R., & Lindell, M. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. <i>Disasters</i>, 27(4), 336-350. • Alexander, D. (2005). Towards the development of a standard in emergency planning. <i>Disaster Prevention and Management</i>, 14(2), 158-175.
Week Fourteen: November 19-23— <i>NO SCHOOL ON THURSDAY AND FRIDAY, NOVEMBER 22, 23</i>	
<ul style="list-style-type: none"> • Response Planning <ul style="list-style-type: none"> • Structuring Mechanisms • Current Practice 	Assignment(s): <ul style="list-style-type: none"> • Response Plan Evaluation Sheets AND Essays, DUE 21 Reading(s): <ul style="list-style-type: none"> • None
Week Fifteen: November 26-30	
Topics: <ul style="list-style-type: none"> • Continuity Planning <ul style="list-style-type: none"> • Plan Content • Theory and Research • Stakeholders 	Assignment(s): <ul style="list-style-type: none"> • Plan Content Assignment—Continuity Plans DUE 11/26 Reading(s): <ul style="list-style-type: none"> • Duncan, W., Yeager, V., Rucks, A., & Ginter, P. (2011). Surviving organizational disasters. <i>Business Horizons</i>, 54, 135-142. • Perry, R., & Lindell, M. (2006). Continuity of operations plans. In R. Perry and M. Lindell, <i>Emergency planning</i> (pp. 220-265). Hoboken, NJ: John Wiley & Sons Inc. • Cornish, M. (2007). The business continuity planning methodology. In A. Hiles (ed.), <i>The definitive handbook of business continuity management, Second Edition</i> (pp. 105-118). Hoboken, NJ: John Wiley & Sons, Ltd. • Barnes, P. (2007). Business impact analysis. In A. Hiles (ed.), <i>The definitive handbook of business continuity management, Second Edition</i> (pp. 145-160). Hoboken, NJ: John Wiley & Sons, Ltd. • Somers, S. (2007). Survey and assessment of planning for operational continuity in public works. <i>Public Works Management & Policy</i>, 12(2), 451-465.
Week Sixteen: December 3-7	
Topics: <ul style="list-style-type: none"> • Continuity Planning <ul style="list-style-type: none"> • Structuring Mechanisms • Evaluating Current Practice 	Assignment(s): <ul style="list-style-type: none"> • Continuity Plan Evaluation Sheets AND Essays, DUE 12/6 Reading(s): <ul style="list-style-type: none"> • None
Finals Week: December 10-14	
<ul style="list-style-type: none"> • Final Exam, December 10 from 8-10a.m. <ul style="list-style-type: none"> • UNDERGRADUATE PROJECT: Second module certificates due the 10th • GRADUATE PROJECT due the 10th 	

This schedule is tentative and is subject to change at the instructor's discretion.

Evaluation

Undergraduate Grade Scale

<i>Graded Item</i>	<i>Points</i>	<i>Percentage</i>
EMs as Planners Paper	100	16.67%
Plan Content Assignments	100	16.67%
Plan Evaluation Sheets	150	25%
Plan Evaluation Analyses	150	25%
Undergraduate Project	100	16.66%
Total	600	100%

Undergraduate Letter Grade Scale

<i>Point Range</i>	<i>Percentage Range</i>	<i>Letter Grade</i>
540-600	90-100%	A
480-539	80-89%	B
420-479	70-79%	C
360-419	60-69%	D
Less than 360	Less than 60%	F

Graduate Grade Scale

<i>Graded Item</i>	<i>Points</i>	<i>Percentage</i>
EMs as Planners Paper	100	14.3%
Plan Content Assignments	100	14.3%
Plan Evaluation Sheets	150	21.4%
Plan Evaluation Analyses	150	21.4%
Graduate Project	200	28.6%
Total	700	100%

Graduate Letter Grade Scale

<i>Point Range</i>	<i>Percentage Range</i>	<i>Letter Grade</i>
651-700	93-100%	A
588-650	84-92%	B
525-587	75-83%	C
448-524	64-74%	D
Less than 448	0-63%	F

Late Policy

Late assignments will receive a 10% reduction of possible points per day (Saturdays and Sundays included). Late assignments will only be accepted for five (5) calendar days after the original due date. If you know you will have difficulty getting an assignment done on time, please see the instructor in advance.