

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR HMSY 1470**  
**FINAL PROJECT IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT**  
**Semester Hours Credit: 3**

**INSTRUCTOR:** \_\_\_\_\_  
**OFFICE HOURS:** As per individual arrangement

**I. COURSE DESCRIPTION:**

- A. This course is required to meet CAPSTONE requirements for the Central Texas College Homeland Security and Emergency Management Degree program unless the student has taken HMSY 2476.
- B. This course, a Capstone project, enables the student to participate in a comprehensive project from conception to conclusion. The student is required to plan and develop a project consisting of a problem/need identification, research, design, and layout. A formal written report and presentation of the process and results are required. The project plan is developed by the student, the college/instructor, and a third party entity, if applicable. The student will also review and analyze assigned case studies.
- C. This course allows for the student to develop an integrative and systemic analysis of a particular Homeland Security or Emergency Management problem or need, and identify solutions and recommendations in order to prepare for careers in homeland security and emergency management.
- D. Prerequisite: Sophomore standing and consent of Department Chair, Director, or Site Coordinator.

**II. LEARNING OUTCOMES**

Upon successful completion of this course, (Final Project – Homeland Security and Emergency Management), the student will:

- A. Master the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, and legal systems associated with the Homeland Security and Emergency Management field.
- B. Demonstrate research, analysis, problem solving, and communication skills relative to the topic of interest in the field of Homeland Security and Emergency Management.

**III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

## IV. COURSE REQUIREMENTS AND STRUCTURE

### REQUIREMENTS:

- A. Reading Assignment:
- FEMA: Emergency and Risk Management Case Studies Textbook (online)
- B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers:  
Students will be expected to complete and submit all assigned projects, reports, and other assignments as indicated by the Instructor including case study analysis and a major project.
- C. Class Performance:  
All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations.
- D. Class Participation:  
If the instructor so determines to have class instruction (see Part V section A 6 below) the Student is expected to be on time for class, to have read the assigned materials, and be prepared to discuss the assignment in class. All persons must be present on exam day unless properly excused in advance. Students who are late for or absent from class have the absolute responsibility for obtaining the missed information. Students will be expected to take all scheduled examinations in the class period in which they are assigned. Students are expected to observe the Central Texas College policy for attendance as explained in the current catalog.
- E. Each student is expected to act in a manner consistent with the College's functions and goals as an institution of higher education. The Board of Trustees of Central Texas College states the following examples of misconduct constitute an interference with the lawful and orderly use of college premises, facilities, and activities for which students may be subject to disciplinary action. This is not an all-inclusive list of prohibited behavior.
- a. Interference with teaching, research, administration or CTC's other responsibilities through disorderly conduct or disruptive behavior. This includes the use of or ringing of cell phones in the classroom. The instructor has the right to ask the student to leave the classroom and if the incident is repeated, the instructor has the right to ask the student to leave the class.
  - b. Refusing to depart from any property or facility of the College upon direction by College officials.

For more information on Non-Academic Misconduct please see the Student Handbook.

- F. Academic Dishonesty: The College and its official representatives may initiate disciplinary proceedings against any student accused of any form of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on academic work, plagiarism and collusion.
- a. Cheating on academic work includes:
    - 1. Copying another student's test paper, research paper or term paper.
    - 2. Using materials during a test that are not authorized by the test administrator.
    - 3. Collaborating with another student during a test or in academic preparation without permission.
    - 4. Using, buying, selling, stealing, transporting, or soliciting the contents of an un-administered test.
  - b. Plagiarism is defined as presentation for credit as one's own idea or product derived from an existing source.
  - c. Collusion is defined as the unauthorized collaboration with another person in preparing written work for credit.

All questions of academic dishonesty are reviewed by the faculty member. If the student does not accept the decision of the faculty member, the student may appeal to the department chairperson. If the student disagrees with the decision of the department head, the student's case will be referred to the Dean of the Central Campus. The student will be allowed to remain in class until the process is exhausted except when immediate suspension or expulsion is deemed necessary for the continuance of the educational mission or when the safety of persons or property is in jeopardy. (See Student Handbook for more details.)

- G. Feedback is the return of data about the result of a process. Feedback will be provided via test scores, graded assignments, and/or instructor evaluation of the students' progress. Each student is encouraged to take advantage of the many avenues for feedback available to them. For example, office hours are established primarily to provide students access to their instructors to discuss their academic performance, to answer their substantive questions, and in some cases, to give them other academic guidance. While adjunct faculties do not normally have office hours, they are generally available before or after class to meet with you. E-mail is another easily available medium to obtain feedback. Additional feedback may be provided at the discretion of the instructor or upon the request of the student.

## V. STRUCTURE:

### A. Assigned Readings

- FEMA: Emergency and Risk Management Case Studies Textbook (online)

### B. Case Studies (Discussion Exercises):

Case studies, analysis, and discussions will be used to encourage critical review of the philosophy and principles of emergency management. Case studies serve as the basis for learner participation in real-world homeland security and emergency management problem-solving simulations.

Each student will review 4 case studies, analyze and provide an in-depth response to questions regarding the assigned case studies. Additionally, each student will review one case study analysis completed by another student and provide a constructive review of the analysis.

### C. Final Project:

Students will select, with instructor approval, a topic for a major project that demonstrates the student's ability to define, analyze, evaluate, and identify strategic solutions to deal with a major issue, problem, or opportunity within the field of study.

The Final Project consists of:

1. Proposal Guide (See Appendix A)
2. Research Plan (See Appendix B)
3. Summary Paper (See Appendix C)
4. Applied Research Project (See Appendix D)

### D. Grading:

1.	Case Studies (Discussion Exercises)	40%
2.	Peer Analysis of a Case Study	10%
3.	Final Project	
	* Proposal Guide	5%
	* Research Plan	5%
	* Paper	10%
	* Applied Research Project	30%

## VI. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Withdrawal from course: There are occasions when it may be necessary to drop a course. In order to be officially withdrawn from the course, a student must obtain and complete a withdrawal form and have it signed thereon. The student's transcript will show "W" or "F", depending on whether the student is passing or failing in his/her course at the time of withdrawal.

Friday of 3 <sup>rd</sup> week for	5-week courses
Friday of 4 <sup>th</sup> week for	6-week courses
Friday of 6 <sup>th</sup> week for	8-week courses
Friday of 7 <sup>th</sup> week for	10-week courses
Friday of 9 <sup>th</sup> week for	12-week courses
Friday of 12 <sup>th</sup> week for	16-week courses

- B. An Administrative Withdrawal: Results when a student is absent an excessive number of times, as defined in the current Central Texas College Catalogue and/or other published amendatory documentation. In such a case, the student is dropped from the course with a grade of "F".
- C. An Incomplete Grade: May be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trip, or military orders, the student is unable to complete the final examination for a course. Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and "F" for the course.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American's with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## Appendix A

### HMSY 1470: Final Project Proposal Guide

#### I. Identify a problem or need.

(Example: Preparedness planning organizations find it difficult to engage and assist nursing home facilities in preparedness planning due to nursing homes' busy schedules and interest in keeping their business affairs private.)

#### II. Single most important solution (goal) to the problem.

- a. What can you develop that will help address the problem? What is its purpose?
  - You must produce a tangible product (e.g. plan, handbook, media kit, etc.) that represents your research and findings.
- b. Who is the audience?
- c. What elements would it include? How will it help?

(Example: Develop a handbook that can be distributed to nursing homes that includes templates, checklist, forms, and guidance on best practices.)

#### III. Objectives: Specify what the project will accomplish; how will it affect the solution to the problem.

(Nursing Home Handbook Examples)

- a. Checklist on items to include in an plan
- b. Include a list of regional contacts so the facility knows who to contact for resources
- c. Example shelter-in place plan to help prepare for emergency such as a hazmat incident that may require the facility to secure the facility and shut-down HAV-AC units to control the air quality.
- d. Example "Table Top" exercise to help nursing homes on the coast prepare for hurricanes

#### IV. Pre-production strategies: List specific elements needed to complete each objective. Must include at least one source type of each:

(You will need multiple of some source types.)

- Interview of an individual in the field related to the selected topic
- Online reference
- Book, journal, magazine, or newspaper reference

(Examples:)

- a. Interview the planner at a local nursing home about what items they would find most beneficial
- b. Research best practices and lesson learned
- c. Identify related FEMA courses that provide valuable insight and resources
- d. Etc...

## Appendix B

### HMSY 1470: Final Project Research Plan

Develop a schedule for researching, analyzing data, performing interviews, drafting product designs, etc. An example Research Plan is shown below.

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#### Example Nursing Home Handbook Plan

<b>Week 3 of Class</b> (Please use actual dates)	Submit Research plan
<b>Week 4</b>	<ul style="list-style-type: none"> <li>* Finalize elements for inclusion in handbook</li> <li>* Draft Table of Contents for handbook</li> <li>* Look for examples of nursing home planning information</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>* Interview Shady Oaks Planning Coordination, Ms. Susan Lively</li> <li>* Interview the Regional Advisory Council Director that coordinates Preparedness planning for health facilities</li> <li>* Interview Emergency Management coordinator to identify list of regional contacts</li> <li>* Draft planning checklist</li> <li>* Draft regional contacts</li> <li>* Draft shelter in place plan example</li> <li>* Draft Chapter 1 of the Summary Paper</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>*Draft 'Table Top' exercise relevant to local area nursing homes</li> <li>* Draft remaining sections of handbook</li> <li>* Draft Chapters 2 and 3 of the Summary Paper</li> <li>* Submit to instructor for feedback by end of week</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>* Draft Preliminary pages and Ch 4 and 5 of the Summary Paper</li> <li>* Begin finalizing all sections of the handbook.</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>* Proofread and edit paper</li> <li>* Include citations</li> <li>* Finalize handbook</li> <li>* Submit by due date (end of week)</li> </ul>

## Appendix C

### HMSY 1470: Final Project Research Summary Paper

The final written paper will be divided into five formal chapters as follows:

- I. Preliminary Pages
- II. Introduction
- III. Review of Literature
- IV. Method
- V. Results
- VI. Discussion
- VII. References
- VIII. Appendices

#### I. Preliminary Pages

These introductory pages include the elements listed below. Examples are provided in the noted appendices to this manual:

1. Title Page  
Include: Title, Student Name, Date, HMSY 1470  
The title should be a concise statement of the main topic and should identify the actual variables or issues under investigation and the relationship between them. A good title should be fully explanatory when standing alone. Avoid words that serve no useful purpose. Do not use abbreviations in the title; spell out all terms. The title should be no longer than 12-15 words.
2. Table of contents
3. List of Tables/Figures (optional)  
The List of Tables and List of Figures are optional depending on whether tables and/or figures were used in the Research Project.

#### II. Introduction

In the Introduction section, present a description of the problem under study. In this section of the Research Project, it is important to establish not only the problem studied, but why the topic is important or relevant and your solution to the problem. Describe how your research relates to previous work in the field by briefly referring to the central arguments and/or available data which make your research important and timely. Develop and rationalize your hypotheses (why you believe your solution/approach will help address the problem). A good introduction leaves the reader with a clear picture of what is being done and why.

#### III. Chapter 2 Review of Literature

In Review of Literature section, demonstrate that you developed a comprehensive background of the problem under study. Whereas in the Introduction, you have briefly referred or provided an overview to the relevant arguments and data which caused you to be interested in this area of study, in the Review of Literature, you are expected to demonstrate familiarity with all relevant findings with regard to the problem under study. In a good Review of the Literature, you should avoid references with only tangential or general significance. Instead, emphasize **pertinent findings, relevant methodological issues, and major conclusions**. Evaluate the credibility, accuracy, relevancy, and

applicability materials you present. Be careful to avoid personal opinion and treat controversial issues with objectivity. The goal is to demonstrate the logical continuity, that is, the existing evidence and reasoning, between previous work and your present work. Begin this Chapter with a clear statement of the problem which indicates the scope of the issues which you address.

#### IV. **Chapter 3 Methodology**

In the Methodology section, describe in detail how the Research Project was conducted in the final draft (i.e., the completed project). Use this section to provide a detailed account of your procedures and the rationale for their selection. Describe the development of your Applied Research Project. The information provided here should be sufficiently detailed to allow other researchers to replicate the study if they so desire.

#### V. **Chapter 4 Results**

In the Results section briefly summarize the product developed and provide any supporting explanation. Attach your product as an appendix to the Research Summary Paper, if feasible, and reference the appendix in this section. If you are able to validate, test, or implement your solution in a real-world environment, report all relevant results, including those that run counter to your hypotheses.

In the event that your instructor approved topic/project does not allow for the production of a tangible product that can be submitted for verification and grading by the instructor, Chapter 4 must be significantly more descriptive. For both quantitative and qualitative projects, state the main results or findings. Report data and finding in sufficient detail to justify the conclusions. It is not appropriate to discuss the implications of the results here as they are presented in Chapter 5, Discussion. Report all relevant results, including those that run counter to your hypotheses.

#### VI. **Chapter 5 Discussion**

In the Discussion section evaluate what you have done. Answer the following questions in your summary:

1. Does what you have produced satisfy the objectives you had at the outset?
2. How has my Research Project helped to resolve the original problem?
3. What have I contributed?
4. What were the limitations to this Project?
5. What might you do differently if you were to develop the project again?
6. Discuss recommendations for improvements or additional work that could be done with additional time and/or funding.
7. What conclusions and/or theoretical implications can I draw from my Project?
8. What you learned from your experience and how that learning has influenced your view of the future?

#### VII. **References**

Provide a list of references prior to the Appendices. This list includes only those references cited in the text of your Research Project and is titled, References. Use either the MLA or APA for citing references.

## VIII. Appendices

The Appendices section will likely be the largest section of your paper since your “product(s)” will be embedded within this section. Also, any documentary materials which would be awkward to include in the text of your Research Project, include as an appendix. Examples include large data sets, surveys, questionnaires, forms, etc.

The Appendices section will include:

1. A list of questions asked during each interview you conducted and the name, title, contact information for the interviewee.
2. Applied Research Product:  
(Example: Appendix B: Nursing Home Handbook)  
Elements of your Applied Research Project may be listed as individual appendices or may be listed under one appendix, depending upon what is most appropriate for your particular project.

Example Appendices Headings:

(Top of Page)

### **Appendix A**

Interview: Mrs. Barbara Jones, Emergency Management Coordinator, ABC County

1. Question 1
2. Question 2
3. Content goes here...

(Top of Page)

### **Appendix B**

Nursing Home Handbook: Introduction

Content goes here.

(Top of Page)

### **Appendix C**

Nursing Home Handbook: Planning Checklist

Content goes here.

(Top of Page)

### **Appendix D**

Nursing Home Handbook: Regional Resources Contact List

Content goes here.

(Top of Page)

### **Appendix E**

Nursing Home Handbook: Example Table Top Evacuation Exercise

Content goes here.

## **Appendix D**

### **HMSY 1470: Applied Research Project**

An applied research project is a specific type of research project that requires the creation, development, or improvement of a product, which has immediate applicability to Homeland Security and/or Emergency Management and is related to a strong personal or professional objective of the student.

Examples include:

- Development of curriculum and training packet to implement a table top or full-scale exercise
- Updating an emergency operations plan of a local community or entity
- Design a media kit for city official to use during a disaster
- Creation of an large public awareness campaign
- Volunteer training manual for all key volunteer position during an emergency in a city/county. Preferably, partner with a local agency that needs this tool.

In addition to the Summary Research Paper, the applied portion of the project demonstrates your understanding of the problem and the extensive research, thought, planning, and work you contributed to creating a solution/product to the identified problem.