

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

The purpose of this undergraduate course is to provide students with the rationale and elements of an emergency plan. A selective study of natural and man-made disasters in the United States between 1900 and 2010 examines how these focusing events have shaped policies to improve emergency planning. Students analyze case studies and conduct empirical research to identify lessons learned, social aspects, policy changes, and the collaboration between public and private sectors. Discussion Boards provide students with the opportunity to further analyze and discuss these focusing events to improve emergency planning. This course also offers training options such as a FEMA course for additional knowledge and career building.

Course Overview:

Emergency planning at the local, state, and federal levels of government has evolved since 1900. In the last 114 years, the population and disasters have increased that caused some social populations to experience more suffering than others. The outcry from the multitude of disaster affected populations directed the public's attention to the focusing event. Emergency management at all levels of government evaluated the risks, policies, emergency plans to improve planning and response efforts, and provide sufficient resources. Local communities evaluated their risks, the vulnerable populations, and resources to improve their emergency plans. Natural and man-made disasters have greatly diversified and increased in magnitude that require continual evaluation of policies and emergency plans.

Course Learning Outcomes:

1. Analyze the evolution of emergency management from 1900 to present time.
2. Analyze major disasters (known as focusing events) that resulted in Federal Emergency Management policy revisions.
3. Examine the evolution of emergency planning between local, state, and federal governments, and non-governmental organizations for a disaster.
4. Assess the evolution of emergency management capabilities since the Post Katrina Emergency Management Reform Act.

5. Analyze natural and man-made disasters and lessons learned to assess and improve emergency plans and policies.
6. Assess vulnerable populations for disasters to improve emergency planning.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Madigan, M. (2017). *Handbook of emergency management concepts*. Boca Raton: CRC Press.

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapter 1 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*

- Penades, M.C., A.G. Nunez & J.H. Canos. (2017). From planning to resilience: The role (and value) of the emergency plan. *Technological Forecasting & Social Change*, 121, 17-30.
- Federal Emergency Management Agency. (2015). *National preparedness goal*. Retrieved from https://www.fema.gov/media-library-data/1443799615171-2aae90be55041740f97e8532fc680d40/National_Preparedness_Goal_2nd_Edition.pdf

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 2

Readings

- Chapter 2 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- IAEM. (2007). Principles of emergency management. Retrieved from <http://www.iaem.com/documents/EMPrinciples091107.pdf>
- Koch, H., Z.E. Franco, T. O’Sullivan, M.C. DeFino and S. Ahmed. (2017). Community views of the federal emergency management agency's “whole community” strategy in a complex US city: Re-envisioning societal resilience. *Technological Forecasting & Social Change*. 121, 31-38.

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (75 points)

Option 1: Chapter 2 discusses the four pillars (phases) of disaster. Examine these four pillars and discuss the most significant pillar to the emergency manager.

Write a 4- to 5-page paper, well written and formatted in line with [CSU-Global Guide to Writing and APA Requirements](#). In addition to the textbook, cite at least three scholarly sources.

Option 2: Career Builder: FEMA IS course IS-230d Fundamentals of Emergency Management

Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

Note: There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

Mastery Exercise (10 points)

Portfolio Milestone (10 points)

For the final Portfolio Project assignment, select a disaster (Focusing Event) for your research. Write a paragraph that describes the significance of this Focusing Event and what policy changes are likely to be implemented because of it.

Submit your paper to the Portfolio grade book. This is a required component of the Portfolio Project assignment, due this week. No points will be assigned for this, but points will be deducted from your final grade on the Portfolio Project if you fail to submit this assignment by week's end.

Module 3

Readings

- Chapter 4 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- McCormick, S. (2016). New tools for emergency managers: an assessment of obstacles to use and implementation. *Disasters*, 40(2), 207-225.
- Wukich, C. (2016). Government social media messages across disaster phases. *Journal of Contingencies and Crisis Management*, 24(4), 230-243.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (75 points)

Option 1: The use of social media in emergency management continues to evolve as researchers have found uses ranging from urging disaster preparedness to sending out warnings. Identify a disaster where social media played a role and discuss whether its use was successful and/or how it could better be employed in the future.

Your paper should be 4-5 pages long, well written and formatted in [CSU-Global Guide to Writing and APA Requirements](#). In addition to the textbook, cite at least three scholarly sources.

Option 2: Career Builder: FEMA IS course IS-42 Social Media in Emergency Management.

Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

Note: There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

Module 4

Readings

- Chapter 6 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- Sikula, N., Mancillas, R., Linkov, J., & McDonagh, W. (2015). Risk management is not enough: A conceptual model for resilience and adaptation-based vulnerability assessments. *Environment Systems and Decisions*, 35(2), 219-228.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (75 points)

Option 1: Risk management informs the emergency planning process by identifying critical hazards and threats that need be planned for. Several methods of identifying risk have been presented (p. 117). Based on this week's reading, describe the process by which you would conduct a THIRA for your home town, including the members of your planning team.

Your paper should be 4-5 pages long, well written and formatted in [CSU-Global Guide to Writing and APA Requirements](#). In addition to the textbook, cite at least three scholarly sources.

Option 2: Career Builder: FEMA IS course IS-454 Fundamentals of Risk Management.

Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

Note: There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

Portfolio Milestone (20 points)

In the CSU-Global Library, locate a minimum of five research articles for your final Portfolio Project. Write an annotated bibliography that succinctly discusses the sources, why they were selected, and how they support the main premise of the Portfolio Project paper. Submit the annotated bibliography to the Mod 4: Portfolio Milestone. Each article must be cited in correct [CSU-Global Guide to Writing and APA Requirement](#).

Points are not received in Week 4 for this Portfolio Project deliverable. Students will receive feedback from the professor. Failure to submit this deliverable in Week 4 will result in a loss of points on your final project grade.

Module 5

Readings

- Chapter 8 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- Liu, B., Yim, L. S., & Mitchell, G. (2016). Hazard interaction analysis for multi-hazard risk assessment: A systematic classification based on hazard-forming environment. *Natural Hazards and Earth System Sciences, 16*(2), 629-642.
- FEMA. (2015). Plan integration: Linking local planning efforts. Retrieved from <https://www.fema.gov/media-library/assets/documents/108893>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (75 points)

Option 1: A natural hazard is a natural phenomenon that may have a negative effect on people or the environment. They fall into two categories – geophysical and biological. Geophysical events include hurricanes, earthquakes, volcanic eruptions, floods, and wildfires. Biological hazards include various diseases, infections, and infestations.

Select a recent disaster and discuss how an emergency manager could have addressed the risk associated with the hazard(s) presented. Include suggestions/recommendations that may have been initiated to reduce its impact.

Your paper should be 4-5 pages long, well written and formatted in [CSU-Global Guide to Writing and APA Requirements](#). In addition to the textbook, cite at least three scholarly sources.

Option 2: Career Builder: FEMA IS course IS-235c Emergency Planning.

Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

Note: There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

Module 6

Readings

- Chapter 9 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- Casey-Lockyer, M., & Myers, S. (2017). Disability integration throughout the disaster cycle of prepare, respond and recover. *Journal of Business Continuity & Emergency Planning*, 10(3), 249-258.
- Kruger, J., Hinton, C. F., Sinclair, L. B., & Silverman, B. (2017). Enhancing individual and community disaster preparedness: Individuals with disabilities and others with access and functional needs. *Disability and Health Journal*.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (70 points)

Option 1: The elderly and children are among the most vulnerable populations during times of disaster, and there are many others. As such, including vulnerable populations in emergency planning is critical.

Select a vulnerable population and discuss the challenges faced by that particular group as they relate to disaster planning and preparedness.

Your paper should be 4-5 pages long, well written and formatted in [CSU-Global Guide to Writing and APA Requirements](#). In addition to the textbook, cite at least three scholarly sources.

Option 2: Career Builder: FEMA IS course IS-368 Including People With Disabilities & Others With Access & Functional Needs in Disaster Operations.

Upon completion of the FEMA course, FEMA will send you a certificate of completion. Submit a copy of the certificate for credit. You may only select to complete each FEMA course for credit one time.

Save a copy of the FEMA certificate to your computer, print a hard copy for your files, and add it to your resume for additional training.

Note: There are five Critical Thinking Assignments, with two options each. Each of the five Critical Thinking Assignments has a FEMA course option. However, each student is only allowed to choose the FEMA course option three times as a Critical Thinking assignment.

Portfolio Milestone (20 points)

In preparation for the Portfolio Project, submit an outline for your paper that identifies the following:

- Type of disaster (focusing event)
- Environment (Physical, political, social)
- Exposed problems by media and social outlets
- Inequities in society and vulnerable populations
- Policy change
- Future implementation on emergency planning

Submit the Portfolio Project Outline to the Mod 6: Portfolio Milestone.

You will receive important instructor feedback. Failure to submit this deliverable in Week 6 will result in a loss of points on your final project grade.

Module 7

Readings

- Chapter 11 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- Lundberg, R., & Willis, H. (2015). Assessing homeland security risks: A comparative risk assessment of 10 hazards. *Homeland Security Affairs, 11*(10).

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Chapter 12 in *Handbook of Emergency Management Concepts: A Step-By-Step Approach*
- Holgersson, A. (2016). Review of on-scene management of mass-casualty attacks. *Journal of Human Security, 12*(1), 91-111.

- Lewis, A.M., Sordo, S., Weireter, L.J., Price, M.A., Cancio, L., Jonas, R.B., Dent, D.L., Muir, M.T. and Aydelotte, J.D. (2016). Mass casualty incident management preparedness: A survey of the American College of Surgeons Committee on Trauma. *The American Surgeon*, 82(12), 1227-1231.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (300 points)

Option 1: For your final Portfolio Project, select one of the following disasters where circumstances, politics, and the media have elevated the disaster to a Focusing Event:

- 2017 California Wildfires
- Hurricane Harvey
- Hurricane Maria
- Las Vegas Mass Shooting

These disasters will cause policy change affecting emergency management doctrine and comprehensive planning at the all levels of government and the private sector. Provide an overview of the disaster, paying particular attention to the sections listed below. Discuss future policy changes that would enhance emergency management. Lastly, reflect on how these changes will affect emergency management professionals at the local, state, federal and private sector.

Portfolio Project Sections

- Type of disaster (focusing event)
- Environment (Physical, political, social)
- Exposed problems by media and social outlets
- Inequities and society and vulnerable populations
- Future Policy changes
- Personal opinion

The paper should be 8-10 pages, not including the title and reference page. Additionally, the paper should properly reference and include at least five research articles from peer-reviewed, scholarly journals in addition to the textbook. Do not use unverifiable sources such as articles without a credible author or institution (e.g., blogs, etc.).

The following preliminary Portfolio Project deliverables are due throughout the course and will be factored into your final project score. Failure to submit any of them as instructed will result in a loss of points on your final project grade. See each week's assignment page for more details and the final Portfolio Project rubric in the Course Information section for more details.

Module 2 Portfolio Project: Topic selection

Module 4 Portfolio Project: Annotated Bibliography (Five references.)

Module 6: Portfolio Project: Outline

Option 2: For your final Portfolio Project, select one of the following disasters where circumstances, politics, and the media have elevated the disaster to a Focusing Event:

- 2017 California Wildfires
- Hurricane Harvey
- Hurricane Maria
- Las Vegas Mass Shooting

These disasters will cause policy change affecting emergency management doctrine and comprehensive planning at the all levels of government and the private sector. Provide an overview of the disaster, paying particular attention to the sections listed below. Discuss future policy changes that would enhance emergency management. Lastly, reflect on how these changes will affect emergency management professionals at the local, state, federal and private sector.

Portfolio Project Sections

- Type of disaster (focusing event)
- Environment (Physical, political, social)
- Exposed problems by media and social outlets
- Inequities and society and vulnerable populations
- Future Policy changes
- Personal opinion

The presentation should be slide show containing a minimum of 15 slides, not including the title and reference page. Each slide should contain a Notes section. Additionally, the slide show should properly reference and include at least five research articles from peer-reviewed, scholarly journals in addition to the textbook. Do not use unverifiable sources such as articles without a credible author or institution (e.g., blogs, etc.).

Be sure that your slide show makes use of varied presentation styles, including but not limited to audio recordings, automations and properly cited images and graphics.

The following preliminary Portfolio Project deliverables are due throughout the course and will be factored into your final project score. Failure to submit any of them as instructed will result in a loss of points on your final project grade. See each week’s assignment page for more details and the final Portfolio Project rubric in the Course Information section for more details.

Module 2 Portfolio Project: Topic selection

Module 4 Portfolio Project: Annotated Bibliography (Five references.)

Module 6: Portfolio Project: Outline

Grading Scale	
A	95.0 – 100

A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

COURSE POLICIES

Course Grading

- 20% Discussion Participation
- 0% Opening Exercises
- 8% Mastery Exercises
- 37% Critical Thinking Assignments
- 35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.