Course Description

This course will synthesize the principles and theories presented in the core group of courses in this program. Students will examine numerous case studies and evaluate the policy options that officials are facing today, in addition to future approaches in EM. The course will also aid students in developing the skills necessary to work in the field.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Analyze and discuss the political, social, legal, and economic nature of emergency management.
2. Identify the importance of NIMS and ICS.
3. Examine emergency management best practices and discuss their future implications for emergency management.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbooks. Additional required readings are provided in Units I, IV, V, VII, and VIII. A Suggested Further Reading is listed in the Unit V study guide. The video is not provided in the course, but students are encouraged to view the resource listed if the opportunity arises as it has valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided Units I, II, III, and VII to aid students in their course of study.
5. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
6. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I-VIII Assignments. Specific information about accessing these rubrics is provided below.

7. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

8. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

**Unit Assignments**

**Unit I Essay**

**Debate Essay #1**

In a one-two page paper, discuss whether you believe *protection* should be incorporated into the disaster cycle. Please take a stand on one side or the other. Use relevant evidence from the literature to support your rationale, and use APA formatting (including a cover page and reference list).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Essay**

**Debate Essay #2**

In a one-two page paper, discuss whether planning should be hazard specific or generic; then, discuss whether multiple organizations are needed in the planning. Use relevant evidence from the literature to support your rationale, and use APA formatting (including a title page and reference list).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Essay**

**Debate Essay #3**

In a one-two page paper, discuss whether or not publicly funded disaster relief makes people dependent on others to come to their aid (i.e., do we, as a society, depend on someone else to save us?). Should it be stopped? Use relevant evidence from the literature to support your rationale, and use APA formatting (including a title page and reference list).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Essay**

**Debate Essay #4**

Our readings in this unit discuss immunity under state law and immunity under federal law in relation to negligence lawsuits in disasters. In a one-two page paper, first briefly outline the specifics of each of these, then discuss whether or not you believe that these immunities should exist. Include in your discussion whether or not our personal codes of ethics should allow for these immunities, being that we work in a public safety field. Use relevant evidence from the literature to support your rationale, and use APA formatting (including a title page and reference list).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Essay**

**Debate Essay #5**

For this debate, consider the Hurricane Pam simulation that was run prior to Hurricane Katrina. The Pam simulation was very similar to the events that unfolded due to Katrina, but it was never completed due to lack of funding. If it had been completed, we may have learned lessons and been able to prevent the massively negative impacts that Katrina brought. In a one-two page paper, discuss whether the federal and/or state government should be required to fund emergency
management exercises to major vulnerabilities that large communities face? Use relevant evidence from the literature to support your rationale, and use APA formatting (including a title page and reference list).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Essay**

Debate Essay #6

Choose one of the case studies from the required reading in this unit and in a one-two page paper, discuss whether or not you believe the response was effective when considering the political implications. Use relevant evidence from the literature to support your rationale, and use APA formatting (including a title page and reference list).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Mini Project**

Please move through the attached exercise as if you are the incident commander in a community in the Midwest. Your city is a suburb of a larger metropolitan area. Please read through each bit of information and answer the questions (which are highlighted in yellow) in two-three sentences.

_Unit VII assignment - FEMA scenario.docx_

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Final Project**

Disaster Scenario

Each year, disasters everywhere result in the loss of life and property. The details of this scenario will focus on the necessary skills of an emergency manager, the process of working through a disaster response, and the technical knowledge needed to take quick action in responding to an emergency incident. Your role in this scenario, as an emergency manager, is to limit the loss of life and property in response to a disaster.

The scenario below includes the type of disaster and a detailed description of the area/community involved. Using the information provided, answer each question (in two-three sentences) following each time stamped weather alert.

Click [here](#) to access the Disaster Scenario Final Project.

Click [here](#) to access the template for the Disaster Scenario Final Project. Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Submitting Course Papers/Projects**

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.
APA Guidelines

Waldorf University requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Information about using APA style can be found in APA Style Help in the Course Menu. This area provides links to internet sites, tutorials, and guides that provide comprehensive information on APA formatting, including examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.]

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
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<td>Essays (6 @ 5%)</td>
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<td>Unit VIII Final Project</td>
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<td><strong>Total</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
## Unit I
### The Disaster Cycle

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Emergency Public Health: Preparedness and Response:
  - Chapter 1: Public Health Security: Protecting Populations from Emergencies
  - Chapter 13: Pandemic Influenza
- Case studies in Disaster Response and Emergency Management:
  - Chapter 1: Guidelines and General Information for Public Officials and Administrators
  - Additional Required Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Essay by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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## Unit II
### Multi-organizational and Intergovernmental Approach

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Emergency Public Health: Preparedness and Response:
  - Chapter 2: Government Capacity: Federal, State, and Local Agencies and Responsibilities
  - Chapter 6: Public-Private Partnerships During Emergencies
- Case studies in Disaster Response and Emergency Management:
  - Section I: Natural Disasters, pp. 37-42, 76-85, and 87-89
  - Section III: Terrorism and Criminal Acts, pp.151-159 and 164-174

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Essay by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
## Unit III
### Social Nature of Emergency Management

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Emergency Public Health: Preparedness and Response:
  - Chapter 24: Mental Health Emergencies and Post-traumatic Stress Disorder
  - Chapter 25: Children and Public Health Emergencies
  - Chapter 26: Public Health Emergencies and Substance Abuse

**Case studies in Disaster Response and Emergency Management:**
- Section I: Natural Disasters, pp. 65-76, 91-97, 102-111, and 113-118
- Section II: Man-Made Disasters, pp. 121-123
- Section III: Terrorism and Criminal Acts, pp. 145-149, 175-188, and 196-199

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Essay by Tuesday, 11:59 p.m. (Central Time)

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## Unit IV
### Legal Concerns in Emergency Management

**Review:**
- Unit Study Guide

**Read:**
- Emergency Public Health: Preparedness and Response:
  - Chapter 3: Public Health Law

**Case studies in Disaster Response and Emergency Management:**
- Section II: Man-Made Disasters, pp. 124-125, 128-137, and 139-141
- Additional Required Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Essay by Tuesday, 11:59 p.m. (Central Time)
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<tr>
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<td>Read:</td>
<td><strong>Emergency Public Health: Preparedness and Response:</strong>&lt;br&gt;☑ Chapter 19: Earthquakes&lt;br&gt;<strong>Case studies in Disaster Response and Emergency Management:</strong>&lt;br&gt;☑ Section I: Natural Disasters, pp. 63-65, 89-91, and 112-113&lt;br&gt;☑ Section II: Man-Made Disasters, pp. 137-139&lt;br&gt;☑ Section III: Terrorism and Criminal Acts, pp. 194-196 and 199-202&lt;br&gt;☑ <strong>Additional Required Reading:</strong> See Study Guide&lt;br&gt;☑ <strong>Suggested Further Reading:</strong> See Study Guide</td>
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### EMG 4900, Capstone in Emergency Management

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<th>Unit VII</th>
<th>NIMS and ICS</th>
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<td><strong>Review:</strong></td>
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| **Read:** | **Emergency Public Health: Preparedness and Response:**  
☐ Chapter 4: National Response Plan  
**Case studies in Disaster Response and Emergency Management:**  
☐ Section I: Natural Disasters, pp. 21-37, 43-51, and 99-102  
☐ **Additional Required Reading:** See Study Guide |
| **Discuss:** | ☐ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | ☐ **Mini Project** by Tuesday, 11:59 p.m. (Central Time) |
| **Notes/Goals:** | |

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<th>Unit VIII</th>
<th>Best Practices and Future Implications</th>
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| **Review:** | ☐ Unit Study Guide  
☐ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | **Emergency Public Health: Preparedness and Response:**  
☐ Chapter 10: Surveillance and Monitoring  
☐ **Additional Required Reading:** See Study Guide |
| **Discuss:** | ☐ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
☐ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | ☐ **Final Project** by Tuesday, 11:59 p.m. (Central Time) |
| **Notes/Goals:** | |