**Course Description**

Focuses on the evolution of emergency management and the role of the federal government over the last 110 years. Students investigate Hurricane Katrina to identify the breakdown of response efforts that resulted in the reconstruction of federal policies and procedures. Finally, students study major disasters since Hurricane Katrina to assess present and future government response capabilities to a major disaster.

**Course Textbook**


**Course Learning Outcomes**

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

1. Analyze disasters and the evolution of emergency management from 1900 to present time.
2. Investigate a major disaster called a focusing event that resulted in federal emergency management policy revisions.
3. Examine the collaboration between local, state, and federal governments, and non-governmental organizations in response to a focusing event.
4. Investigate major disasters since the Post Katrina Emergency Management Reform Act of 2006 to assess emergency management capabilities.

**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 textbook and/or outside resources.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I, II, and IV, to aid students in their course of study.
5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. More information and specifications can be found in the Student Resources link 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 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.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Article Review

1. Research a focusing event that occurred between 1927-1950.
2. Identify a federal, state, or local government agency or non-governmental organization (NGO) such as a church or charity that provided assistance to the disaster victims. See the textbook for examples.
3. Describe the assistance provided and the phase of emergency management.
4. Discuss the lessons learned from the focusing event.

The essay should include a title page, body (a minimum of two pages), and reference page. The body of the paper should include an introduction and conclusion paragraph. Format the paper, in-text citations, and references in APA (6th ed.) format. Research articles from the CSU Online Library.

Contact the CSU Writing Center for assistance at (800) 977-8449, Ext. 6538 or email teamsucceed@columbiasouthern.edu

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

Unit II Article Review

Research an article on one of the focusing events that occurred between the years of 1927-1950 (The Great Mississippi Flood of 1927, 1930s Dust Bowl, or Texas City Explosion). Respond to the following questions:

1. Identify the contributing factors that caused the disaster.
2. Why is this disaster a focusing event?
3. Identify the affected population.
4. What social and political groups collaborated to implement changes?
5. What changes were implemented to improve emergency management?

The article review should include a title page, body (a minimum of two pages), and reference page. The body of the paper should include an introduction and conclusion paragraph. Format the paper, in-text citations, and references in APA (6th ed.) format. Research articles from the CSU Online Library.

Contact the CSU Writing Center for assistance at (800) 977-8449, Ext. 6538 or email teamsucceed@columbiasouthern.edu

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

Unit III PowerPoint Presentation

Chapter four of the textbook describes the beginning of congressional legislation with the Federal Disaster Relief Act of 1950 and continues through the 1960s and 1970s. In each decade, the focusing events are identified, as well as mobilization, agenda-setting, and the subsequent congressional legislation.
Choose a decade (1950s, 1960s, or 1970s). Identify and discuss the focusing events that caused mobilization, agenda-setting, legislative actions, and the notable outcome that changed emergency management. Research additional information about the focusing event and/or the resulting congressional legislation.

Present the findings in a PowerPoint Presentation with a minimum of 12 slides, including the title slide and the reference slide. Format the references in APA style (6th ed.). Use the notes section below each slide for descriptions and explanations. Research articles from the CSU Library.

Contact the CSU Writing Center for assistance at (800) 977-8449, Ext. 6538 or email teamsucceed@columbiasouthern.edu

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

Unit IV Literature Review

In chapter five of the textbook, pages 142 to 158 list focusing events that occurred from 1979 to 2001.

Choose a focusing event during this historical timeframe. Using the CSU Online Library, research articles pertaining to the focusing event. Write a two-page literature review that focuses on the following information:

- type of focusing event and date that it occurred;
- president and FEMA Director;
- type of Presidential Disaster Declaration (such as flooding or hurricane);
- identify the deficiency that initiated a new policy, law, or program;
- describe the new policy and identify who benefited from it; and
- from your perspective, was the new policy a success?

Paper format: title page, body (two pages), and reference page. Format the paper and references in APA style (6th ed.).

Contact the CSU Writing Center for assistance at (800) 977-8449, Ext. 6538 or email teamsucceed@columbiasouthern.edu

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

Unit V Case Study

In the Congressional Research Service Report for Congress, Federal Emergency Management Policy Changes After Hurricane Katrina: A Summary of Statutory Provisions (2006), eight areas are identified for policy changes to improve FEMA's capabilities. Choose one area of change, and write a two page analysis of the change and describe how it will improve FEMA's capabilities. Click here to view a PDF of the document.

Paper format: title page, body (two pages), and reference page. Format the paper and references in APA style (6th ed.). See the CSU Citation Guide for examples, or contact the CSU Writing Center for assistance at (800) 977-8449, Ext. 6538 or email teamsucceed@columbiasouthern.edu

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

Unit VI Case Study

In the Heritage Foundation report, “After Hurricane Sandy: Time to Learn and Implement the Lessons in Preparedness, Response, and Resilience” (2013), nine recommendations are described to improve emergency preparedness and response to natural disasters in the United States. Analyze one of the recommendations for change, and write a two page analysis of the change and describe how it will improve emergency management. Click here to view a PDF of the report.

Paper format: title page, body (two pages), and reference page. Format the paper and references in APA style (6th ed.). See the CSU Citation Guide for examples, or contact the CSU Writing Center for assistance at (800) 977-8449, Ext. 6538 or email teamsucceed@columbiasouthern.edu

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit VII Case Study

This course provided an investigation and study of focusing events in the United States and the resulting policy changes that have resulted to improve emergency management. The textbook and lectures discussed the major events between 1900 and the present.

On March 30, 2011, the White House released Presidential Policy Directive/PPD-8 to further enhance national preparedness for the United States. Subsequent updates have been added to the directive to further enhance national preparedness. This policy is organized around the following six elements:

1. National Preparedness Goal
2. National Preparedness System
4. National Preparedness Frameworks
5. Federal Interagency Operational Plans
6. Build and Sustain Preparedness

Assignment directions:
Write a five page paper, title page, and reference page (seven pages total), that analyzes each of the six elements of Presidential Policy Directive/PPD-8. In the conclusion, include your opinion as to whether the federal government is prepared to effectively respond to the next major disaster.

Paper format:
The final paper will be formatted as follows:

- title page (one page),
- introduction,
- main Body (1000 words minimum),
- subheading for each policy element,
- conclusion, and
- reference page (one page).

Format all in-text citations and references in APA style (6th ed.). See the CSU Citation Guide for directions and examples of reference formats on pages 6-12. A minimum of three references are required. The textbook can used for one reference.

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

Unit VIII PowerPoint Presentation

On March 30, 2011, the White House released Presidential Policy Directive/PPD-8 to further enhance national preparedness for the United States. Subsequent updates have been added to the directive to further enhance national preparedness. This policy is organized around the following six elements:

1. National Preparedness Goal
2. National Preparedness System
4. National Preparedness Frameworks
5. Federal Interagency Operational Plans
6. Build and Sustain Preparedness

The assignment is to create a PowerPoint Presentation of the six elements of the Presidential Policy Directive/PPD-8.

PowerPoint Presentation format:

- title slide,
- introduction slide,
- body (8 slides),
- conclusion slide, and
- reference slide.
A voice-over will accompany each slide except the reference page slide. *Hint:* Use the notes section in the PowerPoint to insert the text for the voice-over. Click [here](#) to view a PDF of the Success Center tutorial, “Adding Audio to a PowerPoint.”

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

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**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 “Tools” and then “My Grades.”

*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**

- Discussion Boards (8 @ 2%) = 16%
- Unit I Article Review = 8%
- Unit II Article Review = 8%
- Unit III PowerPoint Presentation = 18%
- Unit IV Literature Review = 8%
- Unit V Case Study = 8%
- Unit VI Case Study = 8%
- Unit VII Case Study = 8%
- Unit VIII PowerPoint Presentation = 18%
- **Total** = 100%

**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.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I
**Introduction: 110 Years of Disaster Response and Emergency Management in the United States**

| Review: | Unit Study Guide  
| Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 1: Introduction: 110 Years of Disaster Response and Emergency Management in the United States  
| Chapter 2: Focusing Events in the Early Twentieth Century: A Hurricane, Two Earthquakes, and a Pandemic |
| 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: | Article Review by Tuesday, 11:59 p.m. (Central Time) |

### Unit II
**Focusing Events: 1927-1950 in the United States**

| Review: | Unit Study Guide  
| Learning Activities (Non-Graded): See Study Guide |
| Read: | Chapter 3: The Expanding Role of the Federal Government: 1927-1950 |
| 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: | Article Review by Tuesday, 11:59 p.m. (Central Time) |

### Unit III
**Focusing Events: 1950-1978 in the United States**

| Review: | Unit Study Guide  
| Read: | Chapter 4: The Formative Years: 1950-1978 |
| 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: | PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:
|---------|------------------------------------------------------------------|
| Review: | - Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide |
| Read:   | - **Chapter 5:** Federal Emergency Management Comes of Age: 1979-2001  
- **Additional Reading Assignment(s):** 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: | - **Literature Review** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

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| Discuss:| - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
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| Submit:| - **Case Study** by Tuesday, 11:59 p.m. (Central Time) |

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| Read:   | - **Chapter 7:** 2005 Events and Outcomes: Hurricane Katrina and Beyond  
- **Additional Reading Assignment(s):** See Study Guide |
| Discuss:| - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
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