The University of Akron
Disaster Science & Emergency Services

Course Title: Contemporary Issues in Emergency Management
                    and Homeland Security
Course Number: 2235:430
Credit Hours: 3 credit hours
Prerequisite: 2235:305

Bulletin description:
Discussion of relevant issues impacting the field of emergency
management and homeland security by analyzing various case
studies.

Program Outcomes

Upon completion of this course, the student will gain a better
understanding of:

1. the scientific process and method
2. professionalism in Emergency Management and Homeland Security
3. journals and journal articles
4. data sources and their reliability
5. utilization of case studies in Emergency Management and
Homeland Security for appropriate decision making
6. applications of the fundamentals of preparedness, response,
recovery, and mitigation

Course Outline

Topic I: Introduction to Current Issues
     Plagiarism
     APA
     What are issues?
     Academic Journals
     Professionalism and Emergency Management
     Presentations and Posters
     Watches and Warnings
     Types of Disasters
     Four Fundamentals of Emergency Management

Topic II: Case Study One (e.g., Hurricanes: Sandy, Katrina,
Charley, Ike)

Topic III: Case Study Two (e.g., Earthquakes: Japan 9.0,
Tsunami, nuclear impacts)

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Topic IV: Case Study Three (e.g., Severe Weather, Tornadoes,
Floods: Joplin, Lyons)

Topic V: Case Study Four (e.g., Terrorism: 9/11 Attacks,
Domestic Terrorism)

Topic VI: Case Study Five (e.g., Communications: Watches,
Warnings, Social Media)
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Grading Scale

Grade	Percent Required
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0- 59%

Program Assessment Statement
The University of Akron and specifically the Emergency Management and Homeland Security
program assesses student learning at several levels. The goal of these assessment activities
is to improve student learning. As a student in this course, you will participate in various
assessment activities. Grades and work samples may be selected to gather learning outcome
data to be measured and tracked over several years. Student names or indicators are not
used in data analysis. Students have an active role in course and program assessment
projects. Generated data will direct any changes made in the curriculum which is designed to
strengthen and constantly improve student learning and educational outcomes.