I. INTRODUCTION

A. This course emphasizes decision-making, problem solving, and effective donation management planning and implementation.

B. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.

C. This course is occupationally related and serves as preparation for careers in: Homeland Security and Emergency Management.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Introduction to Homeland Security the student will:

A. Explain the need for decision-making and problem-solving skills in emergency management.

B. Describe how decisions made before an emergency help the decision-making process during an emergency.

C. Distinguish between a problem and its causes or symptoms

D. Analyze personal attributes and relate them to their own decision-making styles

E. Describe the personal attributes of an effective decision maker

F. Explain how the ethics of a situation can affect decision making and problem solving

G. Identify the various volunteer agencies that are involved in disaster response and recovery.

H. Explain how the different volunteer agencies coordinate with each other and the emergency managers.

I. Describe the pros and cons of using volunteer personnel and volunteer agencies.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

September 2008
IV. COURSE REQUIREMENTS:

A. Class preparation:
Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.

Reading Assignments:
Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.

Homework:
Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.

B. Project:
Students may be required to submit one individual and one collaborative project. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.

C. Class Performance:
If a class is missed, it is students’ responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student’s responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.

D. Class Participation:
The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

V. EXAMINATIONS

A. There will be at least two exams. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about
individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.

B. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS

A. Your course grade is determined by your performance on assignments, projects, and exams.

B. The possible grades for this course are A, B, C, D, or F. In order to receive transferable for this course, a grade of C or above must be earned. As a rule, D's will not transfer to other colleges. Grading criteria will be based on the http://www.ctcd.cc.tx.us/grades.htm:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>90-100%</td>
<td>80-89%</td>
<td>70-79%</td>
<td>60-69%</td>
<td>0-59%</td>
</tr>
<tr>
<td>Points</td>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>below</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course
work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. **Cellular Phones and Beepers**: Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.

E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. **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.

G. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

H. **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.

**VIII. COURSE OUTLINE**

A. **Lesson One: Volunteers in Emergency Management**

1. **Learning Outcomes**: Upon successful completion of this lesson, the student will be able to:
   a. Define volunteer and voluntary agency (VOLAG) and draw distinctions between the two.
   b. List three benefits of involving volunteers in your emergency management program.
   c. Identify the three greatest challenges you face in developing a volunteer program.
d. Determine whether your community’s needs are best met by developing a volunteer program or whether you should coordinate with VOLAGs—or both.

2. Learning Activities:
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. Lesson Outline:
   a. Volunteers or Voluntary Agencies?
   b. Creating a Volunteer Program vs. Coordinating With Voluntary Agencies (VOLAGs)
   c. Involving Volunteers—Benefits and Challenges
   d. Volunteers? Or Voluntary Agencies?
   e. Activity: Benefits and Challenges of Using Volunteers

B. Lesson Two: Developing a Volunteer Program

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
   a. Describe the roles and responsibilities of a Volunteer Program Director.
   b. Determine how volunteers can be used most beneficially in your program to meet your agency’s needs.
   c. Design a volunteer program.
   d. Write a volunteer job description.
   e. Develop a strategy for recruiting, assigning, training, supervising, and evaluating volunteers.

2. Learning Activities:
   c. Classroom lecture/discussion (C5, C9, F15)
   d. Reading assignments. (F1, C1)

3. Lesson Outline:
   a. The Roles and Responsibilities of a Volunteer Program Director?
   b. Steps in Developing a Volunteer Program

C. Lesson Three: Working with VOLAGS, CBOs, and Other Groups

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
   a. Describe the roles and responsibilities of a Volunteer Program Director
   b. Determine how volunteers can be used most beneficially in your program to meet your agency’s needs.
   c. Design a volunteer program.
   d. Write a volunteer job description
   e. Examine the relationship between dynamic equilibrium and coastal erosion.
f. Develop a strategy for recruiting, assigning, training, supervising, and evaluating volunteers.
2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. **Lesson Outline:**
   a. The Role of the VOLAG/CBO Coordinator
   b. Coordinating With the VOAD
   c. Coordinating With CBOs and Businesses
   d. New Requirements: Incident Management and Coordination Systems
   e. Causes of landslides and debris flows
   f. The definition of setback rules

D. **Lesson Four: Special Issues**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Develop a plan for dealing with spontaneous volunteers.
   b. Develop a plan for managing and reducing volunteer stress.
   c. Identify special issues involved with managing volunteers and local points of contact for advice in each area.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. **Lesson Outline:**
   a. Dealing With Spontaneous Volunteers
   b. Addressing Legal Issues
   c. Managing Volunteer Stress

E. **Lesson Five: The Decision-Making Process**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Describe how decisions made before an emergency affect decision making and problem solving during an emergency resilient communities.
   b. Describe the steps in the problem-solving model.
   c. Review a case study and distinguish the problem from its causes and symptoms.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. **Lesson Outline:**
   a. Problem Solving vs. Decision Making
   b. Where Does the Process Begin
   c. The Starting Point
   d. Recent Changes to Emergency Planning Requirements
e. Problem-Solving Model

F. **Lesson Six: Identifying Decision-Making Styles and Attributes**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Identify your psychological type and relate it to personal preferences.
   b. Describe factors and personal styles that have an impact on decision making.
   c. Distinguish between situations requiring individual decisions and those requiring group decisions.
   d. Identify the attributes of an effective decision maker.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. **Lesson Outline:**
   a. What Is Psychological Type
   b. What Are Preferences
   c. Using Type Inventories to Determine Preferences
   d. The Myers-Briggs Type Indicator
   e. Preferences and Decision Making
   f. Successful Group Decision Making
   g. Attributes of an Effective Decision Maker

G. **Lesson Seven: Ethical Decision Making and Problem Solving**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Identify potential ethical issues that can arise during an emergency.
   b. Describe the components of ethical decision making.
   c. Apply the problem-solving model to ethical issues.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. **Lesson Outline:**
   a. What Is Ethics
   b. Ethical Issues and Emergencies
   c. Components of Ethical Decision Making
   d. Applying the Problem-Solving Model to Ethical Issues

H. **Lesson Eight: Decision Making in an Emergency**
1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
   a. Analyze problems and make decisions using the Case Study in the text.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments. (F1, C1)

3. **Lesson Outline:**
   a. Decision Making and Stress
   b. Case Study: Hurricane Hortence

Other time blocks not specifically allocated above are spent with introductory topics, administrative matters, exams, and review classes (both before and after exams).