LCMS Requirements

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# Overview

The Emergency Management Institute (EMI) requires that all courses loaded into the LCMS follow specific requirements and guidelines. This document includes a checklist with all of EMI’s LCMS requirements along with a description of that requirement. Any course loaded into the LCMS must adhere to the standards defined within this document.

This document will be used by EMI to check courses that have been entered into the LCMS. Any issues will be reported to the developer using the IDs found below. Once a course is ready for review, the developer will notify the EMI Curriculum Management (CM) Branch (FEMA-EMI-LCMS@fema.dhs.gov) and other stakeholders. The CM Branch will check the course based upon the requirements found within this document and provide feedback to the developer within 10 business days. The developer will be required to correct all issues prior to course acceptance. The CM Branch will recheck corrected issues within 5 business days from the time the developer has corrected and notified the branch.

Developers should use this document as guidance throughout the entire development process. Any questions should be directed towards FEMA-EMI-LCMS@fema.dhs.gov.

Please note, all requirements apply to both Instructor Led Training (ILT) and Independent Study (IS) course development unless specified. If a requirement only applies to a specific type of course, you will see “(ILT)” or “(IS)” within the requirement.

## EMI Reviews and Checks

As mentioned above, EMI will review each course to ensure that it meets both LCMS requirements and 508 requirements. Please ensure that you budget enough time for each review:

| **Review** | **Time (Business Days)** | **Reviewer** | **Notes** |
| --- | --- | --- | --- |
| Subject Matter Expert (SME) Review | 10 | SME | Developer may need additional time to make changes based on this review. |
| LCMS Requirements | 10 | EMI (Curriculum Management Branch) | Developer may need additional time to make changes based on this review. |
| LCMS Requirements Recheck | 5 | EMI (Curriculum Management Branch) | If the previous review failed, EMI will need to recheck the course. |
| 508 Review | 10 | EMI (Curriculum Management Branch) | Developer may need additional time to make changes based on this review. |
| 508 Review Recheck | 5 | EMI (Curriculum Management Branch) | If the previous review failed, EMI will need to recheck the course. |

## General Remarks

Courses in the LCMS system are open and viewable to all developers. During course development, ensure that you protect your own course content by using the “Lock” feature. Please do not modify content developed by other individuals (even if the content is unlocked). If you have a valid reason to modify locked content within the system, please contact us so that we may unlock it for you.

# 1.0: Course Hierarchy

Most EMI Courses fall into the following hierarchy: Course -> Lessons -> Slides/Pages. The LCMS provides the capability to break courses down into more hierarchical parts including Modules and Units. All of these objects are required in course development (even if they are not needed for your specific course). The LCMS Objects include: Course -> Module -> Unit -> Lesson -> Discussion Point (page/slide). Within each Discussion Point, multiple elements (textual, images, etc.) can be included. The elements are the only items that include actual content (text/images). The objects create the hierarchical structure/breakdown. All courses created in the LCMS must follow the hierarchy described in the table below the images. The images provide examples of the proper hierarchy in 2 types of courses:

| IS Example:IS course hierarchy example. See appendix A for full text description. | Instructor Led Example:ILT course hierarchy example. See appendix A for full text description. |
| --- | --- |

| **ID** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **1.1** | (ILT) Single Course Structure Used for IG, SM, and PPT | Single-Sourcing – The PPT materials, Instructor Guide, and Student Guide should all be created under a single course hierarchy in the system. Simply mark the content for the appropriate output(s). A single discussion point may contain a Description element (displayed on the PPT slide, IG, and SM), an Instructor Note (IG only), a Student Note (SM only), and a general note (IG and SM). |
| **1.2** | Single Module, Units and Lessons: 1 to 1 ratio | Use one *Unit* object for each Unit/Lesson in your course. Each *Unit* should have exactly one *Lesson* under it. |
| **1.3** | Unit/Lesson names must match | Each *Lesson* should have the same label as its parent *Unit.* |
| **1.4** | One Discussion Point for Each Slide | Create a separate Discussion Point for each PPT slide – all content associated with a PPT slide should be included within the same Discussion Point. This includes content found in the Instructor Guide, Student Guide, or Visuals – all will need to be marked appropriately* Add PPT Slide content as a description element, media element, or list element – In the metadata mark this to be output to Print and Slides. It also should be marked to be output to both Instructor Guide and Student Manual
* Add an Instructor Note (optional – if there is an Instructor note associated with the slide) – as a Message Box element – set Type to “Instructor Note” – Set the output to Print only and the Print Output to Instructor Guide only.
* Add a Student Note (optional – if there is a Student note associated with the slide) – as a Message Box element – set Type to “Student Note” – Set the output to Print only and the Print Output to the Student Guide and possibly the Instructor Guide (depending on case).
 |

# 2.0: Labels

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **2.1** | All object and element Labels are Unique, Specific, and Descriptive | * The label will contain a description of the content that is found in that object or element. The label must be specific and unique.
* The top-level Title found in the content is generally a good “Label;” however, ensure that your label is specific. If the title of your content is “Discussion Point,” the label can include that, but should be more specific and include whatever the discussion point is about.
* Keep in mind reusability and that others will be searching for your content.
 |
| **2.2** | Label may not include course code or slide number (except special cases) | * Avoid labeling content with specific page or location values – this limits the ability to reuse content. (Example: Do not label a discussion point “Slide 1” since when we search for content it will be difficult to distinguish).
* Generally avoid putting course specific information into Labels. Doing so makes the content less reusable. There are exceptions to this rule. Generally course specific content that will not be reused can and often should include the course code in the label. Specific exceptions to this rule include:
	+ Objectives
	+ Course specific overview information: scope, time plan, materials, references
	+ Course Labels and major lessons that will not be reused
	+ Printable version – Discussion Points (For IS courses)
	+ Media – that contains course specific information: Lesson lists
 |
| **2.3** | (ILT) Discussion Points that contain printable contents only must include “PRINTONLY” in the label | Instructor Led courses will include content that is meant to be exported only to the IG or SM and not the PPT slide deck. If you include *Discussion Points* that only contain “printable” materials, add the text “PRINTONLY” to the label of the *Discussion Point*. The following are examples of these types of *Discussion Points*:* Handouts – Use one *Discussion Point* per handout. You may include multiple elements under it.
* Front Course/Unit Material – For content that appears at the front of the course or each unit, create a single *Discussion Point* that will include the IG/SM material. This will include things like: Objectives, Scope, Time Plan, etc.
 |
| **2.4** | Labels follow correct hierarchy | The hierarchical levels: Course, Unit, Lesson, and Discussion Points should be labeled as described below:* Course – Labeled with course letter, code, and name of the course. Example: “E0388 Advanced Public Information Officer”
* Module – Same label as the course. There should only be one module per course.
* Unit – Label with the unit/lesson name. Example: “Unit 2: Crisis Communications”
* Lesson – One lesson for each Unit. The lesson will have the same name as the Unit (above).
* Discussion Points – 1 per slide. Label should describe content found in slide. Generally the title of the slide is a good label; however, there are times that you may need to be more specific. For example if the slide title is “Unit Objectives,” this is not a good label because it is not descriptive enough.
 |

# 3.0: References/Resource

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **3.1** | Course Specific Handouts Must Be Developed in LCMS | Documents that have been developed specifically for the course should be added to the LCMS as LCMS content. These documents should be created in the LCMS with Discussion Points, textual elements, media elements, etc. A new Discussion Point should be used for each handout. Upon export, a page break will automatically be created between each Discussion Point. Label the Discussion Point appropriately and add the following text to the end of the label: “- PRINTONLY.” If you have a document that cannot be created with the LCMS functionality, you may Import it into the system (following the requirements below). |
| **3.2** | Imported Documents: Must be 508 checked prior to loading into LCMS | Various documents (PDF, Microsoft Word, etc.) may be imported into the LCMS as media. This method should only be used for documents that were not created specifically for this course and/or those that could not be added via the above methods. Examples of these documents include Doctrine, Forms, Example content, etc.All resources must be section 508 compliant and checked by EMI prior to loading (importing) into the LCMS. Contact us before loading these documents into the system.If the content is available on a website, a link to that website is the preferred method.  |
| **3.3** | (ILT) Link to External Resource: Text describing resource should be linked followed by URL | If you would like to link to doctrine, forms, example content, or content from other sources, you may link to the external document. Create a Discussion Point with a list of References. The list should include active hyperlinks to the external documents and be marked for export to Print (IG and/or SM). The references should include the name of the document (active hyperlink) and the URL (not-hyperlinked). For example: [National Disaster Recovery Framework](http://www.fema.gov/media-library-data/20130726-1820-25045-5325/508_ndrf.pdf): http://www.fema.gov/media-library-data/20130726-1820-25045-5325/508\_ndrf.pdfExternal documents do not need to be checked for 508 compliance. |
| **3.4** | Plan of Instruction (POI) must be created in LCMS as separate course and follow POI structure. | POIs should be created in the LCMS as a separate course. The course name should begin with “POI – “. An example POI name is: “POI – E0210 Recovery From Disaster – The Local Government Role”. POI Hierarchy: The Plan of Instruction must follow a specific course hierarchical structure in the LCMS. Use the POI Template to create the basic required structure. The structure includes a single course, single module, single, and single lesson. Label all of these the same: “POI – Course Code Course Name”.Under the lesson, there will be multiple discussion points:* General – The 1st Discussion Point will contain basic course information. Under this Discussion Point, create textual element for each: Rationale, Goal, Course Objectives, Target Audience, National Preparedness Goal Core Capabilities, Emergency Management Competencies, Course Design/Methodology, Instructor Qualifications, Evaluation Plan, Prerequisites (optional), Units of Instruction. Label each appropriately (Example: “E0210 – Rationale”)
* Unit Discussion Points – You will create a separate Discussion Point for each Unit of the course. Label each of these “Unit X: Unit name.” For example: “Unit 1: Introduction and Course Overview.” Under each of these discussion points you will have the same elements, except for that specific unit. Those textual elements include: Time, Objectives, Scope, Methodology, References, Remarks, Development Materials. Label all of these in the following format: “E0210 Unit 2 – Time”
 |

# 4.0: Required Screens/Discussion Points

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **4.1** | (IS) Required Discussion Points include: – Course Overview, Lesson Overviews, Lesson Summaries, Final Exam Page, Printable Lessons, Printable Course | The following Discussion Points are required in Independent Study courses:**Course Overview**– In your first lesson, create a Discussion Point that contains a general overview of the course. This should be the first Discussion Point which will then be followed by linked versions of the following Discussion Points: Screen Features, Navigating Using Your Keyboard, Receiving Credit. The following elements should be included in your Course Overview:* List – Course overview text and bulleted course objectives
* Media – Image of list of all course lessons
* Media – Printable Icon with text that links to printable Discussion Point of entire course.
* Example: Discussion Point: "IS-1110 Course Overview" expanded with the following under: "IS-1110 Course Overview," "IS-1110 Course Overview Lesson List 202x283 (png)," "IS-1110 Print Full Course"

**Lesson Introduction** – One of these is required near the beginning of each lesson. This discussion point will inform the student about the lesson that they are about to enter. This discussion point should utilize the “2 Column (2/3rds) and (1/3rd)” layout. Generally this Discussion Point should contain the following properly named elements:* List – Lesson Objectives listed out
* Media – Image of a bulleted list of lessons in the course (current lesson indicated)
* Media – Clock Icon – This should generally be reused. Perform a content search for the clock icon with the specific amount of time (Example “10 minutes”). If you find the icon paste as link into your discussion point. If you do not find it, copy and paste another clock icon, renaming it and updating the included text.
* Description – Empty Spot – This should be linked. Perform a search for the empty spot and paste as link. It acts as a placeholder for the 2 column layout where content is skipped in the right side.
* Image – Printable lesson Icon and text. This contains the standard Print Icon and a link to a hidden discussion point (printable version of this lesson). I recommend copying and pasting an existing print icon and simply changing the label and the link within. Your new print icon will then be linked in your lesson summary page.
* Example:Disucssion Point: "IS-1110 Lesson 3 Objectives" expanded. "IS-1110 Lesson 3 Objectives," "IS-1110 Lesson 2 Complete Lesson List 202x283 (png)," "Clock 30 minutes Lesson," "Empty Spot," "IS-1110 Lesson 3 Print Lesson"

**Lesson Summary**– Each lesson must contain a lesson summary discussion point. The lesson summary should contain the following elements:* List – Lesson summary paragraph and list of objectives
* Media – Lesson List image (showing current lesson as complete)
* Media – Print Icon – Linked from the overview Discussion Point
* Example: Discussion Point: "Lesson 3 Summary" expanded with "Lesson 3 Summary," "IS-1110 Lesson 3 Complete Lesson List 202x283 (png)," "IS-1110 Lesson 3 Print Lesson" under it.

**Final Exam Page (last page of course**) – Required in all IS courses* Follow procedures found in procedures documentation.
 |
| **4.2** | (ILT) Discussion Point at beginning of each lesson that contains Objectives, Scope, Time Plan, Materials, References | Certain Discussion Points are required in all Instructor Led courses:**Unit Introductory Materials:** The first section of each lesson should be a single Discussion Point that contains all general lesson information: Objectives, Scope, Time Plan, Materials, Audiovisuals, etc. Create Linked content from the POI if possible.The Discussion Point level should include the word “PRINTONLY” – see requirement 2.3 Example:Lesson: "Unit 1 Introduction to Recovery Concepts" expanded with discussion point "L0205 Unit 1 Objectives PRINTONLY" expanded. Under it all items begin with label "L0205 Unit 1." The labels include: "Objectives," "Scope," "Time Plan," "Materials and Equipment," "Audiovisuals," "References" |

# 5.0: Output

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **5.1** | (ILT) PPT content marked for Print (IG and SM), and PPT Slide | Instructor Led courses include content that will be the Visual/PPT slide. Any content marked with the slide icon: Visual/PPT Icon under the General Tab must also be marked for Print: Print Icon and the Print Output section should have Student Guide and Instructor Guide both Checked: Print Output - Student Guide (checked), Instructor Guide (checked) |
| **5.2** | All other content marked for appropriate output | Ensure that all of your content is marked to be output to the appropriate places. Use the Preview mode and Filters to ensure this.For example, Instructor Notes should only be set to Print and Instructor Guide. They should not be output to the Student Guide. The metadata should reflect this. |

# 6.0: Assessments

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **6.1** | Assessment elements used to create questions/knowledge checks | Any questions used mid-course must be created with assessment elements. You may use the following types of Assessment elements: Matching, Multiple Choice-Multiple Answer, Multiple Choice-Single Answer, Ordering, TrueFalse, TextArea. Use the default rendering unless otherwise specified below. |
| **6.2** | Single Assessment element per Discussion Point | * Do not use the assessment object.
* Only include one assessment element per screen (Discussion Point)
 |
| **6.3** | Matching Elements use “Dropdown List” rendering | If using a matching element, change the Rendering in the General tab to “Dropdown List” |
| **6.4** | Multiple T/F style questions on single page use Matching element | In the case that you have multiple related True/False style questions, use a matching element to create them. The answers would be True and False. |
| **6.5** | Number of Tries  | All assessment elements should have 2 tries with the exception of True/False (1 try) |

# 7.0: Printable Versions

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **7.1** | (IS) Printable lesson discussion points placed in Hidden lesson | Create a single Discussion Point for each lesson labeling it “IS-XXXX Lesson Y – Printable” or something similar. Place these discussion points into a Hidden Unit and hidden lesson. |
| **7.2** | (IS) All Textual elements are reused (pasted as link) into printable versions of course | * Reuse content from within the lessons as much as possible by using the “copy/paste as link” feature. This will link identical content within the LCMS system eliminating redundancies. You will link individual elements such as description, links, tables, media, etc. from your course content and place the link in the “Printable” discussion point.
* Create a single Discussion Point for the full printable course. Add the same elements (as linked items) that you added to the individual printable lessons. Suggestion: Add the elements to all individual printable lessons first. Then multi-select all elements under lesson 1 copy and paste as link into your full printable course Discussion Point. Repeat for the rest of the lessons. Wait until you are completely finished adding content to your course to do this.
* Images – use only images needed to support ideas that cannot be conveyed through text; images may also be used to clarify content. If an images is decorative, do NOT include it in the printable version.
* Do not include knowledge checks
 |
| **7.3** | (IS) Transcript text included in printable discussion point in place of video | Add audio/video transcripts to the printable version in place of the actual audio or video. |

# 8.0: Layouts

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **8.1** | (IS) Layouts used to create a single column or 2 column look using multiple elements | When creating a slide in an Independent Study course use the Layouts feature to position content in the slide. You may add up to 6 elements to a single Discussion Point. You may use no layout or choose one of the layouts available to you. The most commonly used layouts are: “2 Column (1/3rd) and (2/3rds)” or “2 Column (2/3rd) and (1/3rds)”Example of multiple elements: ~~Disucssion Point: "IS-1110 Lesson 3 Objectives" expanded. "IS-1110 Lesson 3 Objectives," "IS-1110 Lesson 2 Complete Lesson List 202x283 (png)," "Clock 30 minutes Lesson," "Empty Spot," "IS-1110 Lesson 3 Print Lesson"~~ |
| **8.2** | (ILT) Image/text positioning with single media element. Since layouts aren’t inherited in Word or PPT Exports, this method must be used. | Do not use “Layouts” in Instructor Led courses. Instead, you may use a Media Element and align the included text appropriately. Using a media element, add text to “Text Area 1 of 1” and then position the text/media within the single element.All slide content must be contained in a single element (per slide). Therefore most of your Discussion Points will include a single media element or text element, not both.You may have Instructor Notes and Student Notes (as additional elements), but they should not be exported to PPT. |

# 9.0: Element Usage

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **9.1** | Videos Meet all Requirements | * All Videos must be in MP4 format
* Closed Captioning
	+ Videos in IS courses must use vtt for closed captioning
	+ Videos in ILT courses must include embedded captions
* Process for including media in IS or ILT Course
	+ Import/upload the MP4 using “Create New Media Object” (similar to image)
		- If you are creating an IS course, import the vtt into the same media object
	+ Create a Discussion Point
	+ Add a Media Element
		- For an IS Course:
			* Add the Video Element, search for the video to add to the element.
			* Check Controls and Autoplay
			* Add a pop-up link to transcript in a separate description element.
		- For an ILT Course:
			* Include the transcript in the IG and SM
 |
| **9.2** | Importing Media | * Prior to importing media – search the system to ensure that a similar media element doesn’t already exist. **If the specific media already exists in the system, you MUST use that instead of importing new.**
* **Naming Convention** – use something descriptive as the file name and label of the media. Do not use the course code in the name/label unless the image will definitely only be used in that course.
* **Alt Tags** – Always add descriptive alt text during the import process. This will become the default alt text.
* **Description –** Mandatory field. Should contain similar information to what is found in the alt tag. This field is limited in characters, so please limit description to roughly 3 lines.
 |
| **9.3** | General Text Requirements | * Font - The default Black font color is the only font color authorized. If you need to change the font for some specific text, contact EMI first.
* Do not use the “Paste Special” feature when adding content to an element
 |
| **9.4** | Audio Meets all Requirements | * Audio must be in MP3 Format
* Transcript Must be added either to the page or as a pop-up (pop-up applies to IS course only)
* IS Only Requirement: **Player** must be set to HTML5 in Media Properties.
 |

# 10.0: Content Reuse

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **10.1** | Elements are separated into appropriate reusable objects | Break content up into smaller pieces (more than one element) if part of that content potentially can be reused in another course. For example, if you want to describe some basic information and also go into detail, create 2 elements in the same Discussion Point. The first element would include the basic information, the second would include the more detailed information. This allows the first element to be reused. |
| **10.2** | Objects Reused/Linked when possible | Reuse Content (Elements/Objects) When Appropriate. Search the LCMS for any content that may have already been created or loaded in the system. For instance, you may have several courses that include some of the same information. If possible, you MUST reuse (paste as link) an element, discussion point, or even higher level object that can be reused. Another possible case for reusing content is doctrine related or definitions. You must search the system for PPD-8, NIMS, etc. to see if you can add content that is already there prior to creating your own. If you find content that can be reused in your course, copy and then **paste as link** into your course. |

# 11.0: General Requirements

| **Id** | **Requirement** | **Explanation** |
| --- | --- | --- |
| **11.1** | Metadata must be filled out | The following Metadata must be filled out at the various different levels:* Course Level: Primary Mission Area, EMI Training Program Area
* Unit Level: Primary Mission Area, EMI Training Program Area, Learning Objective
* Lesson Level: Learning Objective (same as unit)
* Element Level (Textual, Media, Assessment): Output, Print Output
* Media Object: Copyrighted, Copyright Holder, Copyright Usage Permission
 |
| **11.2** | Course versions | When making revisions to existing courses, begin by utilizing the version of the course that is currently in the LCMS. For instance, if you are tasked with revising IS-0987; open the current version of IS-0987 in the LCMS. Begin by re-labeling the course (changing it to include “IS-0987.a”). Continue revising the content that is currently in that course. Your revision may include removing elements from the structure, changing the content, changing/updating images, and/or changing labels. Please note: Other than the course level object, do NOT include the version letter in the label of the object/element.* Only include the version letter in IS course labels.
* Add Version number to metadata of ILT course
 |
| **11.3** | Remove Unused/Unnecessary Content | Remove any unnecessary content from the course. If you have content that should not be included in the course, move it to the Course object titled \_ToBeDeleted |
| **11.4** | Link Functionality | All links must function as expected. |

# Change Log:

## 6/12/19:

* Updated Requirement 9.1.
	+ Removed SRT as an option for CC. VTT should only be used.
	+ Referenced new video procedures (Use of Video element + addition of VTT to the Media Object). New procedures are found in the procedures document.
* Added Requirement 11.3: Remove Unused/Unnecessary Content
* Added Requirement 11.4: Link Functionality

# Appendix A: Alt Text

## Independent Study Image:

Independent Study Course Structure - showing IS-1110 at course level labeled: “IS-1110 Writing Commercial Exposures-Copy”, single module labeled: “IS-1110 Writing Commercial Exposures”, 4 units Labeled: “Lesson 1: Course Introduction,” “Lesson 2: Identifying Commercial Exposures,” “Lesson 3: Eligibility, Coverage, and Loss Settlement,” “Lesson 4: Special Considerations.” There are single lessons under each unit with the same names as the parent units. The Lesson 4 lesson is expanded with the following discussion points: “Hidden Lesson 4: Special Considerations,” “Lesson 4 Objectives,” “Non-Condominium Flood Insurance,” “Tenant’s Coverage,” “Other Insurance and Excess Flood,” “Lesson 4 Knowledge Check 1,” “Course Summary,” “Completing this Course.” “Lesson 4 Objectives” is expanded showing “Lesson 4 Objectives,” “IS-1110 Lesson 3 Complete Lesson List 202x283 (png),” “Clock 10 minutes Lesson,” “Empty Spot,” and “Print Lesson.”

## Instructor Led Image:

Resident course hierarchy – Course labeled “L0205: Recovery from Disaster: The Local Government Rule-Copy.” A single module under the course with the same label. Seven Units under the module with the following labels: “Unit 1: Introduction to Recovery Concepts,” “Unit 2: Recovery Pre-Disaster Planning Guidance for Local Governments,” “Unit 3: Leading and Managing Recovery,” “Unit 4: Stakeholder Engagement and Information Management,” “Unit 5: Local Capabilities and Challenges,” “Unit 6: Joplin, Missouri Case Study,” “Unit 7: Course Conclusion.” There is a single lesson under each unit. The Lessons have the same names as the parent units. Lesson/Unit 7 Expanded showing several discussion points. Discussion points are labeled: “Unit 7: Course Conclusion,” “Course Summary and Final Comments,” “Course Examination,” “Final Course Evaluation,” and “Conclusion L205.” The Discussion point labeled "Unit 7: Course Conclusion" is expanded with a single list element labeled the same.