NC STATE UNIVERSITY

Emergency Preparedness & Crisis Response Course

[605] Course Syllabus

Emergency Preparedness and Crisis Response Course

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INSTRUCTOR INFORMATION

Name	Office Phone	Mobile Phone	Email	Office Location
Dr. Barry Olson	919-515-2446		baolson@ncsu.edu	306 Park Shops
Dr. Angie Smith	919-515-6248		acsmith5@ncsu.edu	520M Poe Hall
Justine Hollingshead	919-515-2446	919-434-4167	jrhollin@ncsu.edu	304 Park Shops

COURSE INFORMATION

Course Website: Moodle platform
Course Credit Hours: 1
Meeting Time: Monday at 1:55pm
Meeting Location: 228 Poe Hall

Course Description
College campuses, much like our country, face a wide range of threats and potential hazards ranging from acts of terrorism, cyber attacks, pandemics, and natural disasters. Post secondary institutions are not immune to these incidents and higher educational professionals are on the front lines. The ability to effectively respond in an emergency relies on risk assessment, situational awareness, planning and preparedness. This course will assist students with developing a foundation of practical competencies needed for emergency preparedness and crisis response.

Prerequisites/Corequisites: None

General Education Program (GEP) Information: None

GEP Category Fulfilled: None

GEP Corequisites: None

COURSE DELIVERY AND STRUCTURE

The course will be offered on-campus and include a Moodle space for additional resources, assignment submissions, and community building beyond the campus meetings.

- This course delivers all learning materials, activities, and assignments, through **Moodle**, a secure and easy-to-use online learning platform.
- Learning activities include reading assignments, quizzes, videos, narrated PowerPoint presentations, discussion forums, and individual and group projects.
- Each module begins on Sunday and ends the following Sunday. Assignments are due by midnight on Sunday.

COMMUNICATION

Announcements
Announcements will be made during on-campus class meetings and through the "Announcement" feature in Moodle.

Response Time
- Students should expect to receive a response within 48 hours
- Assignments will be graded within one week of submission

Virtual Office Hours
Office hours will be available by appointment only. Email your instructor(s) to schedule preferred dates and times.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:
- Demonstrate an understanding of the National Preparedness System (planning and response frameworks).
- Develop an awareness of a preparedness cycle, useful planning tools, and emergency support functions (national and on campus).
- Develop a personal action plan supporting a culture of preparedness.
- Analyze risks, stakeholder requirements, and planning for an emergency.
- Assess and plan for known hazards and anticipate hazards that may emerge in the future.
- Encourage the ideas of others through discussion and build upon their ideas for next action steps.

COURSE SCHEDULE

Week	Date, Mondays at 1:55pm	Topic	Readings/Guest Speakers	Activities and Assignments
Week 1	Jan 7	Course Intro, History, terminology, impact of the law	Moodle Intro FEMA Chapters 1 & 7 (for context) Readings for 1/14/19 ● Emergency Management Core Competencies ● DHS National Planning Frameworks	Course Orientation Activity: Preparedness Self Assessment Assignment: Interview 5 friends/family about their personal preparedness (due Jan 28) Assignment: NIMS IS700b (due Feb 18)
Week 2	Jan 14	Introduction to emergency management	Dr. Amy Orders, NC State Emergency Management To Review for 1/28/19 ● Red Cross - Make a Plan ● Ready Campus	
Week 3	Jan 21	No Class MLK Holiday		
Week 4	Jan 28	Personal Preparedness	To Review for 2/4/18 ● Active Shooter Shots Fired videos (must use Unity login) ● Higher Ed Emergency Ops Plan, pages 81-91	**DUE**: Names of 5 people interviewed Assignment: Personal Preparedness Plan (due Mar 4)
Week 5	Feb 4	Preparedness - Active Shooter	Officer Hitchings, NC State Police Department To Read for 2/11 ● _____ (TBD)	

Week 6	Feb 11	Global and Health Preparedness	Dr. Julie Casani, NC State Medical Director To Read for 2/18/19 ● FEMA Chapter 4, pages 1-7	
Week 7	Feb 18	Emergency Response		**DUE**: NIMS IS700b
Week 8	Feb 25	Emergency Response	To Read for 3/4/19 ● Emergencies in Higher Ed. Section 2	Activity: Stop Disasters interactive game
Week 9	Mar 4	Risk and threat assessment		**DUE**: Personal Preparedness Plan write up
Week 10	Mar 11	No class - Spring Break		
Week 11	Mar 18	Risk and threat assessment	To Read for 3/25/19 ● Emergencies in Higher Ed. Section 3	Activity: Risk assessment scenarios
Week 12	Mar 25	Planning	To Read for 4/1/19 ● Higher Ed Emergency Ops Plan, pages 6-15 and 31-36	Activity: Hurricane Disaster Case Study Scenario Part I Assignment: Hurricane Florence After Action Report (due May 1)
Week 13	Apr 1	Planning	Kelly Lindsey - City of Chapel Hill Emergency Management To Read for 4/8/19 ● FEMA Chapter 8 ● Leading a Campus Through a Crisis article	
Week 14	Apr 8	Business continuity and reputational risk	To Read for 4/15/19 ● Emergencies in Higher Ed. Section 5	Activity: Hurricane Disaster Case Study Scenario Part II
Week 15	Apr 15	Communication	To Read for 4/22/19 ● Emergencies in Higher Ed. Section 6	

			● FEMA Chapter 10 ● NPR article ● [Higher Ed Emergency Ops Plan, pages 86-88](#)	
Week 16	Apr 22	Recovery and Next Steps		Activity: Hurricane Disaster Case Study Scenario Part III
Week 17	Wednesday May 1 1-3pm	Hotwash from Hurricane Florence	Dr. Pat Leonard, Vice Chancellor for Student Affairs at UNC-W	**DUE**: Hurricane Florence After Action Report

Please note: course schedule is subject to change.

COURSE MATERIALS

Required Resources

NIMS Training
- IS-700.B: https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b

Personal Preparedness
- NC State PackReady
- Ready.gov and Ready.gov/campus
- Ready NC
- Red Cross - Make a Plan
- Red Cross - Types of Emergencies
- Operation Hope
- CDC - Preparedness

Useful Apps
- Red Cross, FEMA, NIMS, Public Safety Scanner, Ready NC
- Waze, MyRadar (NOAA), Zello (walkie talkie), Facebook Safety Check, Snapchat, ICE (In Case of Emergency), Know Your Plan

Online Resources for Content
- Guide for developing emergency ops plans for higher education
- FEMA - emergency and risk management
- NPR article: Here's How To Prevent The Next School Shooting, Experts Say
- Planning for and Managing Emergencies: A Good Practice Guide for Higher Education Institutions

EMERGENCY PREPAREDNESS

Emergency Preparedness: Familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms for specific emergency information and instructions. If the quick guide is not available in your classroom or for additional information, visit wolfalert.ncsu.edu or go.ncsu.edu/EMMC. To receive emergency notifications, make sure your information and cell phone number is updated in MyPack Portal.

To report an emergency:

> 911 from a campus landline
> 919-515-3000 from a cell phone while on campus

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides **technology requirements and recommendations** for computer hardware.

Software

> > *Moodle and Wolfware*
> > *Adobe Reader* (for reading PDF files)
> > *G Suite*

Minimum Technology Skills

The skills students will need to fully participate in the course are as follows:

> > Obtain regular access to a reliable internet connection
> > Proficient typing and word processing skills (MS Word, text editors, Google Docs)
> > Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
> > Download attachments
> > Knowledge of copy/paste and use of spell check
> > Internet skills and ability to perform online research using various search engines and library databases. Visit **Distance Learning Services** at NCSU Libraries for more information.

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

Tips for Success:

> **Do**: Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.

> **Don't**: Flame others in discussion forums. Flaming is the act of responding in a highly critical, sarcastic, or ridiculing manner – especially if done on a personal level. Remember that these discussions are meant for constructive exchanges and learning!

> **Do**: Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.

> **Don't**: Go for long periods of time without communicating to your instructors or classmates. It is important to stay a part of the online community!

> **Do**: Remember to read over your posts before selecting "Submit."

> **Don't**: Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

Additional resources

> **Netiquette – Ethics in Computing**
> **How to Teach Netiquette** on the **DELTA Knowledge Base**

COURSE POLICIES

Grading Policy

> *Lino/Discussion Forum: In order to build community and continue dialogue between class meetings, discussion forum questions will be offered on Moodle each week. One (1) original post for each thread.*

> *Personal Preparedness Plan Write-up:*
>   ○ *Exploratory Interviews: Interview 5 family members, friends, colleagues, etc. and ask each individual about their personal development plan. Week 4, share the names of the 5 individuals in Moodle and/or in class session. Due: January 28.*
>   ○ *Develop your own personal preparedness plan: The plan should include specific details highlighting your own level of personal preparedness in the face of a crisis, natural disaster, and/or unexpected event. Describe the plan by incorporating material and resources covered in the class. Submit the final paper via Moodle under the "Personal Development Plan" assignment link. Due: March 4.*

> *Hurricane Florence After Action Report: Major project. Each student will design an online portfolio that will include various sections related to the content discussed*

*throughout the course of the semester. The after action report should include specific details that can be used for future use. **Due: April 22***

Please refer to the Assessment Components Rubric for details.

Grading Scale

This course uses this grading scale: S/U

Low	Letter	High
97 ≤	A+	≤ 100
93 ≤	A	< 97
90 ≤	A-	< 93
87 ≤	B+	< 90
83 ≤	B	< 87
80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73
67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

Late Assignments

- *Late assignments will be accepted with a letter grade taken off for every day submitted late. Assignments submitted later than two weeks passed the original due date will NOT be accepted.*

Incomplete Grades

Makeup work: Any makeup work and/or incomplete grades will be handled on an individual basis and only granted in exceptional circumstances.

Attendance and Participation
Attendance: The intensive nature of adult learning and graduate instructional methods necessitate your full and committed participation for the sake of your own learning as well as that of your fellow classmates. Your attendance and participation are fundamental to the learning process of this course. You will contribute unique experiences and resources that are necessary for and valuable to creating an optimal educational and learning environment. Therefore, you are expected to be actively and meaningfully involved in our learning community, whether on-campus or asynchronously online (i.e. Moodle). Unexcused absences from mandatory meetings and low-level participation in online discussion forums will result in lower grades.

Excessive absences, signing in for, or by, other students may result in:
- Loss of attendance/participation points
- Receiving a failing grade for the course
- Being dropped from the class

If you must miss a class, you should email instructors in advance to let us know. When you return to class, it is your responsibility to determine what you missed during your absence.

Participation: This course includes a number of different types of readings, discussions, activities, and assignments. Students will complete all required readings, discussions, activities, and assignments listed on the syllabus and in the Moodle learning modules. Optional assignments are also provided for those who would like to explore the material in greater depth. Students should attend having completed all required assignments and be fully prepared to participate in discussions and activities.

Academic Integrity and Honesty
Students are required to comply with the university policy on academic integrity found in the **Code of Student Conduct**. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the **Academic Integrity** web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

Trans-Inclusive Statement
In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Basic Needs Security
Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program https://dasa.ncsu.edu/pack-essentials/

STUDENT SERVICES

> **Academic Advising**

> **Registering for Classes**

> **Financial Aid**

> **Accessibility Support**

> **Online and Distance Education website**

TECHNICAL SUPPORT

NC State University HELP Desk:
> Website: **https://help.oit.ncsu.edu/**
> Email: **help@ncsu.edu**
> Phone: 919.515.HELP
> Walk-in Support

Hours:

Semester	Monday-Friday	Saturday
Fall and Spring	8 a.m. to 7 p.m. After 5 p.m., please ring doorbell.	Noon to 5 p.m. Please ring doorbell.
Summer	8 a.m. to 5 p.m.	Noon to 5 p.m. Please ring doorbell.

Students can receive computer support in these areas:

> **Operating system**
  Including virus and spyware removal
> **Software**
  Most software packages are easy to install, but if you encounter difficulty, Walk-in Center staff are happy to help.
> **Network connectivity**
  ResNet and the campus wireless network
> **Warranty and hardware repair**
  For computers and warranties purchased through the NC State Bookstore
> **Unity account**
  Including password resets, disabled accounts
> **2SV support**
  Duo and Google two-step verification support

ELECTRONIC COURSE COMPONENTS

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

> **Equal Opportunity and Non-Discrimination Policy Statement** and **additional references**

> **Code of Student Conduct**

> **Grades and Grade Point Average**

> **Credit-Only Courses**

> **Audits**

STUDENTS WITH DISABILITIES

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the **Disability Resource Office** at Holmes Hall, Suite 304,Campus Box 7509, 919-515-7653 . For more information on NC State's policy on working with students with disabilities, please see the **Academic Accommodations for Students with Disabilities Regulation (REG02.20.01)**

COURSE EVALUATIONS

ClassEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common-core questions.

Each semester students' responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will

receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

> Contact ClassEval Help Desk: **classeval@ncsu.edu**

> **ClassEval website**

> **More information about ClassEval**

SYLLABUS MODIFICATION STATEMENT

Our syllabus represents a flexible contract. It outlines the topics we will cover and the order we will cover them in. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction.