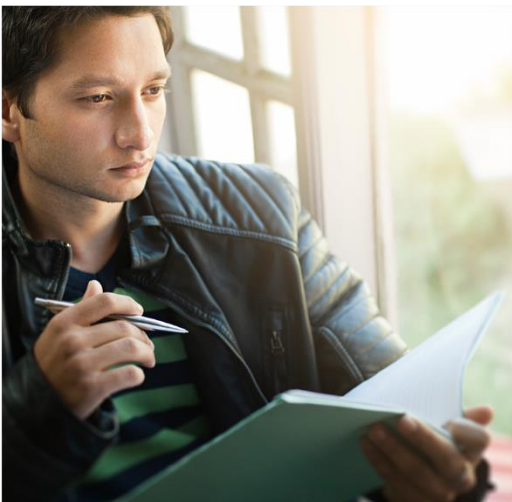
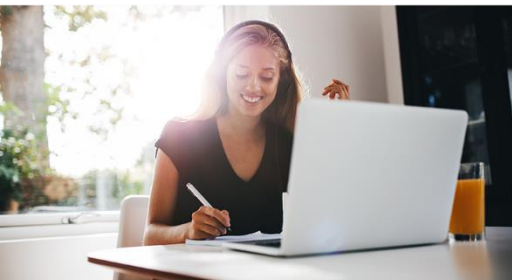
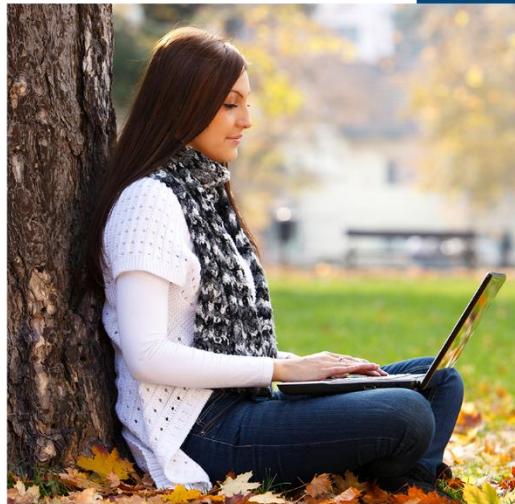




Andrews University  
Global Campus

# SYLLABUS



**SOCI 449 Disaster Response and  
Emergency Operations  
Fall 2024**

# SOCI 449 Disaster Response and Emergency Operations Global Campus

## Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

## Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

## Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

## Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:onlineexams@andrews.edu">onlineexams@andrews.edu</a>	Call: (269) 471-6566
Distance Student Services - any other questions	<a href="mailto:onlinestudents@andrews.edu">onlinestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Description

This course will focus on the study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts.

### Prerequisites

BSAD 526 - Emergency Management

SOCI 408 – Emergency Preparedness or SOCI 508 – Emergency Preparedness

### Required Text/Material

**Note to Berrien Springs campus students:** This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

**Note to online and guest students:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

McEntire, D.A. (2022) Disaster Response and Recovery: Strategies and Tactics for Resilience. 3rd ed. Hoboken, NJ: Wiley. Print ISBN: 9781119810032 eBook ISBN: 9781119810056

**Credit Hour and Commitment**

This course is offered for 2 semester credits; therefore it is expected that you will spend 90 total hours on this course. This translates to a steady 6 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings: 2 hours
- Lectures: .5 hours
- Interactive Discussions: 1 hour
- Quizzes: .25 hour
- Weekly work on Final Paper: 1 hour
- Studying for Upcoming Exams: .5 hours
- FEMA Modules: .75 hours

**Institutional Outcomes**

The Andrews University Undergraduate Institutional Outcomes (AUUIO) represents the value of the university. At Andrews University undergraduate and graduate students will (**adopted outcomes for the School of Social & Behavioral Sciences (SSBS) are in bold**):

Andrews University Vision	SSBS adopted Outcome(s)
<p><b>Seek Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.</li> <li>2. Pursue enduring questions through study in core fields and explore the connections between those fields.</li> </ol>	<p>Skills for <b>undergraduate</b> students are:</p> <ul style="list-style-type: none"> <li>• <b>information literacy (1A)</b>,</li> <li>• quantitative literacy (1B),</li> <li>• engaging diverse perspectives (1C),</li> <li>• ethical reasoning (1D),</li> <li>• analytical inquiry in the form of problem solving [identify strategies] and creative thinking (1E),</li> <li>• <b>communication (1F)</b>,</li> <li>• wellness and transferable life skills (1G).</li> </ul> <p>Core fields for <b>undergraduate</b> programs are:</p> <ul style="list-style-type: none"> <li>• the Humanities,</li> <li>• the Arts,</li> <li>• the Natural Sciences,</li> <li>• History,</li> <li>• <b>the Social Sciences</b>,</li> <li>• Mathematics.</li> </ul>

<p><b>Affirm Faith</b></p> <p>3. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.</p>	<p><b>Undergraduate</b> students will seek to:</p> <ul style="list-style-type: none"> <li>• Develop a personal relationship with Jesus Christ,</li> <li>• Deepen their faith commitment and practice,</li> <li>• Demonstrate personal and moral integrity,</li> <li>• Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development,</li> <li>• Apply understanding of cultural differences in diverse environments.</li> </ul>
<p><b>Change the World</b></p> <p>4. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.</p> <p>5. Address the needs of diverse communities in a manner consistent with Christian thought and practice.</p>	<p><b>Undergraduate</b> students will go forth to:</p> <ul style="list-style-type: none"> <li>• Engage in creative problem-solving and innovation,</li> <li>• Engage in generous service to meet human needs,</li> <li>• Apply collaborative leadership to foster growth and promote change,</li> <li>• Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church</li> </ul>

**Program Learning Outcomes (PLO)**

The sociology program in the Behavioral Sciences Department has the following specific program learning outcomes:

<p><b>SCIENTIFIC INQUIRY AND CRITICAL THINKING</b></p>	
<p><b>Reason, thinking, and problem solving</b></p>	<p>1. Students will think critically about human thought and behavior in individuals, sociocultural, and ecological systems with an emphasis on emergency preparedness.</p>
<p><b>Information literacy</b></p>	<p>2. Students will select credible sources of evidence from the behavioral sciences in the area of Sociology as it applied to emergency preparedness.</p>
<p><b>Interpret, design, and conduct research</b></p>	<p>3. Students will conduct effective research projects from design through data interpretation.</p>
<p><b>ETHICAL AND SOCIAL RESPONSIBILITY</b></p>	
<p><b>Apply ethical standards</b></p>	<p>4. Students will apply ethical standards to scholarship and practice.</p>
<p><b>Service learning</b></p>	<p>5. Students will apply principles and skills from the behavioral sciences to serve their communities.</p>
<p><b>COMMUNICATION</b></p>	
<p><b>Effective writing for different purposes</b></p>	<p>6. Students will write effectively about theories, data, and practice in the behavioral sciences.</p>
<p><b>Effective presentation skills</b></p>	<p>7. Students will speak effectively about theories, data, and practice in the behavioral sciences.</p>
<p><b>PROFESSIONAL DEVELOPMENT</b></p>	
<p><b>Meaningful professional direction</b></p>	<p>8. Students will prepare a professional plan for life after graduation.</p>
<p><b>FAITH AND LEARNING</b></p>	
<p><b>Faith development</b></p>	<p>9. Students will apply principles from the behavioral sciences to understand and influence the development of faith across the life span.</p>
<p><b>KNOWLEDGE BASE</b></p>	
<p><b>Key themes</b></p>	<p>10. Implicit in the above; that is, students should know the key themes in relevant disciplines in Sociology as it applies to emergency preparedness.</p>

Implicit in each of these outcomes is the goal of mastering key themes in sociology/emergency management and knowledge of the specific content domains inherent in this course.

This course will focus on your development related to student learning outcomes (PLOs) 1, 2, 3, 4, and 6.

### Student Learning Outcomes

<i>Course Objectives</i>		<i>PLO(s)</i>
1.	Understand the nature of disasters as well as the roles and responsibilities of various actors involved in emergency management.	1, 2
2.	Identify popular myths and realities regarding human behavior in catastrophic events in addition to divergent approaches for disaster management.	1, 2
3.	Discuss the importance of addressing the needs of the affected population and provide recommendations to fulfill a variety of important functions (e.g. implementing the emergency operations plan, warning, evacuation, search and rescue, emergency medical care/mass casualties, mass fatalities, sheltering and mass care, donations management, damage assessment, the disaster declaration process, media relations/public information, individual and public assistance, and critical incident stress debriefing).	1, 2
4.	Identify problems associated with response and recovery operations (e.g. inadequate preparedness measures, safety and site security, politics, communications, coordination and record keeping, etc.).	1, 2
5.	Understand the role of technology and the importance of communications and coordination along with the incident command system, emergency operations centers, the National Incident Management System and the National Response Plan.	1, 2
6.	Comprehend common post-disaster problems and how first responders and the emergency manager may overcome those challenges now and in the future.	1, 2
7.	Develop critical thinking and analytical skills as they apply to response operations.	1, 2
8.	Describe the current status of emergency response operation principles in research literature and in the future.	1, 2
9.	Write academically about disaster response and emergency operations in various areas of application (i.e., local, state, and federal levels).	3, 4, 6
<i>Level of Course Objective</i>		
Knowledge	Students should have a strong base of the theories, and core knowledge in Sociology, as well as developing the basic skills required to identify, differentiate, and summarize that knowledge base.	
Application	This involves applying the knowledge to specific situations and ideas in Sociology, as well as the ability to structure and organize knowledge. In Sociology, this might involve applying a particular theory to develop emergency preparedness plans and objectives for terrorist attacks.	

### Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [Global Campus Student Wellbeing webpage](#).

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, Weekly Journal Article reviews, interactions with classmates/instructor via forum discussions, and two exams.

### Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### FEMA Modules

You will be required to register for and complete the following FEMA Emergency Management Institute Independent Study course modules. First, you will need to register for a Student Identification (SID) number here <https://cdp.dhs.gov/femasid>.

Required FEMA Modules:

- IS-660: Introduction to Public-Private Partnerships
- IS-393.B: Introduction to Hazard Mitigation
- IS-318.A: Local Mitigation Planning Training
- IS-288.A: The Role of Voluntary Organizations in Emergency Management

IS-271.A: Anticipating Hazardous Weather & Community Risk, 2nd Edition

IS-2200: Basic Emergency Operations Center Functions

Register for the modules at <http://training.fema.gov/IS/crslist.asp>.

To achieve a certificate for each FEMA module, you must pass each module's final online exam with 75% or higher. This means thoroughly studying each unit and taking the practice quizzes. It is strongly suggested that you print a copy of the final exam and answer the questions manually. Then go to the FEMA website, take the Final Exam for that module by transferring your answers on to the electronic answer sheet (make sure you keep a copy of your exam as a record). After entering your answers, complete the remaining demographic data, including your email address, and then submit the exam. FEMA will grade your exam and usually within 24 hours you will receive an email notification message about whether or not you passed the exam.

If you passed the exam, a link that takes you to a copy of your certificate will be provided in the email from FEMA. Make sure that you save this certificate file on your computer. You will need to turn these in to a dropbox in LearningHub.

### **Journal Article Reviews**

For these assignments, students will select and read one (1) journal article each week that relates to the question of the week as assigned. Journal Articles must be from disasters that have occurred within the last 10 years. Students will submit a paper for each article on Learning Hub that includes one paragraph summarizing the article and one paragraph that addresses the following questions:

1. What did I learn from the article?
2. How does the article relate specifically to what I am learning in the textbook?
3. How can I apply this information to the disaster response and emergency operations process?

### **Application Activities (choose one)**

Students will choose and complete one of the Application Activity options. All assignments are to have a cover page that includes: your name, course title and/or course acronym and number, the title of the assignment, and the date submitted. Unless otherwise specified, all assignments must be turned in hard copy and stapled together – no exceptions. All assignments are due as designated in the course schedule.

#### ***Option A - Participate in a Disaster Response Event or Exercise***

For this activity, you will participate in a current disaster response event or a local emergency preparedness exercise. You will then write a 6-8 page paper discussing the lessons learned from the event or exercise. The paper should include background information about what led up to the event, what problems developed during response and recovery operations, how did the emergency management community manage the problems, what were the successes and lessons learned that should be considered for the future, and how does this relate to the current emergency response and operations literature.

Complete IS-7 A Citizen's Guide to Disaster Assistance. This FEMA IS Module is only required if this application activity is chosen. You will upload your certificate along with your paper.

***Option B – Disaster Event Analysis/Critique Paper***

For this activity, you will choose a disaster even that has occurred within the last 10 years and will write a 6-8 page paper discussing the lessons learned from the response to the event. The paper should include background information about what led up to the event, what problems developed during response and recovery operations, how did the emergency management community manage the problems, what were the successes and lessons learned should be considered for the future, and how does this relate to the current emergency response and operations literature.

**Discussion Forums**

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.



**Rubrics**

**Discussion Forum Rubric**

	<b>Mastery (5)</b>	<b>Proficient (4.25)</b>	<b>Emergent (3.75)</b>	<b>No Progress (0)</b>
<b>Content (x5)</b>	Demonstrates excellent knowledge of concepts, skills, and theories relevant to the topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates significantly flawed knowledge of concepts, skills, and theories.	Did not participate.
<b>Support (x2)</b>	Statements are well supported; posts extend discussion.	Statements are partially supported; posts may extend discussion.	Support is deficient; posts do not extend discussion.	Did not participate.
<b>Quantity (x2)</b>	Initial post and two other posts.	Initial post and one other post.	Initial post only.	Did not participate.
<b>Timeliness (x1)</b>	Initial post before deadline.	Initial post 1 day late.	Initial post 2 days late.	Did not participate.
<b>Points</b>	<b>50</b>	<b>42.50</b>	<b>37.50</b>	<b>0</b>

**Journal Article Review Rubric**

	<b>Mastery</b>	<b>Proficient</b>	<b>Emergent</b>	<b>No Progress</b>
<b>Content</b>	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic. (5)	Demonstrates fair knowledge of concepts, skills, and theories. (4.5)	Demonstrates significantly flawed knowledge of concepts, skills, and theories. (4)	Did not participate. (0)
<b>Support</b>	Statements are well supported; posts extend discussion (5)	Statements are partially supported; posts may extend discussion. (4)	Support is deficient; posts do not extend discussion. (3.25)	Did not participate. (0)
<b>Points</b>	<b>10</b>	<b>8.5</b>	<b>7.25</b>	<b>0</b>

**Application A/B Rubric**

	<b>Expert</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
<b>Integration of Knowledge</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. (18 pts)	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. (14 pts)	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. (10 pts)	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. (0 pts)
<b>Topic Focus</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by a statement of a position or hypothesis. (16 pts)	The topic is focused but lacks direction. The paper is about a specific topic, but the writer has not established a position. (12 pts)	The topic is too broad for the scope of this assignment. (8 pts)	The topic is not clearly defined. (0 pts)

<b>Depth of Discussion</b>	In-depth discussion & elaboration in all sections of the paper. (15 pts)	In-depth discussion & elaboration in most sections of the paper. (12 pts)	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas excessively. (8 pts)	Cursory discussion in all the sections of the paper or brief discussion in only a few sections. (0 pts)
<b>Cohesiveness</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. (15 pts)	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. (12 pts)	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. (8 pts)	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships (0 pts)
<b>Spelling &amp; Grammar</b>	No spelling &/or grammar mistakes. (12 pts)	Minimal spelling &/or grammar mistakes. (9 pts)	Noticeable spelling & grammar mistakes. (5 pts)	Unacceptable number of spelling and/or grammar mistakes. (0 pts)
<b>Sources</b>	More than 5 current sources, of which at least 3 are peer-reviewed journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All websites utilized are authoritative. (12 pts)	5 current sources, of which at least 2 are peer-reviewed journal articles or scholarly books. All websites utilized are authoritative. (9 pts)	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All websites utilized are credible. (5 pts)	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all websites utilized are credible, and/or sources are not current. (0 pts)
<b>Citations</b>	Cites all data obtained from other sources. APA citation style is used in both text and bibliography. (12 pts)	Cites most data obtained from other sources. APA citation style is used in both text and bibliography. (9 pts)	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. (5 pts)	Does not cite sources. (0 pts)
<b>Points</b>	<b>100</b>	<b>77</b>	<b>49</b>	<b>0</b>

**Exams**

There are 2 exams in this course. The midterm exam covers material from Chapters 1-7, is made up of t/f, multiple-choice, short answer and essay questions and is worth 100 points. You will be allowed 75 minutes to take this exam. This exam is worth 18% of your grade. The final exam covers material from Chapters 8-13, is made up of t/f, multiple-choice, short answer and essay questions and is worth 100 points. You will be allowed 75 minutes to take this exam. This exam is worth 18% of your grade.

In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/global/students/exams.html](http://www.andrews.edu/global/students/exams.html). Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. You can sign up at <https://calendly.com/sde-exams>. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Online Testing Center ([onlineexams@andrews.edu](mailto:onlineexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted. **Academy students:** You MUST submit academic work by the drop/add date of this course to verify your attendance. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Reviews	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 26 – 29	Lesson 1: How Often Disasters Occur	Chapter 1 – Knowing What to Expect	Journal Article Review 1 Discussion Board 1 <b>Due Thurs, Sept 5, 11:59 pm</b>	SLO1, 2, 4, 6
2 Aug 30 – Sept 5	Lesson 2: The Players of Emergency Management	Chapter 2 – Understanding the Actors	Journal Article Review 2 Discussion Board 2	SLO1, 2, 4, 6,
3 Sept 6 – 12	Lesson 3: The Human Response to Disasters	Chapter 3 – Anticipating Attitudes and Behaviors in Disasters	Journal Article Review 3 Discussion Board 3 FEMA Module IS-228.a Certificate Due	SLO1, 2, 4, 6, 9
4 Sept 13 – 19	Lesson 4: Management Models for Emergency Management	Chapter 4 – Applying Alternative Management Approaches	Journal Article Review 4 Discussion Board 4	SLO1, 2, 4, 6, 9
5 Sept 20 – 26	Lesson 5: The Initial Response	Chapter 5 – Implementing Initial Response Measures	Journal Article Review 5 Discussion Board 5 FEMA Module IS-2200 Certificate Due	SLO1, 2, 4, 6, 9
6 Sept 27 – Oct 3	Lesson 6: Rescue, Triage, and Mass Casualty Care	Chapter 6 – Caring for the Injured, Dead, and Distraught	Journal Article Review 6 Discussion Board 6	SLO1, 2, 4, 6, 9
7 Oct 4 – 10	Lesson 7: Public Information, Donation, and Volunteer Management	Chapter 7 – Managing Public Information, Donations and Volunteers	Journal Article Review 7 Discussion Board 7 FEMA Module IS-660 Certificate Due	SLO1, 2, 4, 6, 9
8 Oct 11 – 17	Lesson 8: Midterm	<b>PROCTORED Midterm Exam</b>		SLO1
9 Oct 18 – 24	Lesson 9: Moving from Response to Recovery	Chapter 8 – Moving Beyond Immediate Needs	Journal Article Review 8 Discussion Board 8 FEMA Module IS-393.b Certificate Due	SLO1, 2, 4, 6, 9
10 Oct 25 – 31	Lesson 10: Recovery Issues and Resources	Chapter 9 – Promoting Recovery and Mitigation	Journal Article Review 9 Discussion Board 9	SLO1, 2, 4, 6, 9
11 Nov 1 – 7	Lesson 11: The Liability and Politics of Disasters	Chapter 10 – Overcoming Typical Challenges	Journal Article Review 10 Discussion Board 10 FEMA Module IS-318.a Certificate Due	SLO1, 2, 4, 6, 9
12 Nov 8 – 14	Lesson 12: Organizational Best Practices for EOC's	Chapter 11 – Harnessing Technology and Organization	Journal Article Review 11 Discussion Board 11	SLO1, 2, 4, 6, 9
13 Nov 15 – 21	Lesson 13: The Outlook for Disasters in the Future	Chapter 12 – Foreseeing the Future	Journal Article Review 12 Discussion Board 12	SLO1, 2, 4, 6, 9
14 Nov 22 – 28	Lesson 14: Ways to Becoming More Resilient	Chapter 13 – Enhancing Disaster Resilience	Journal Article Review 13 Discussion Board 13 FEMA Module IS-271.a Certificate Due <b>Due Fri, Nov 29, 5:00 pm</b>	SLO1, 2, 4, 6, 9

Week	Lessons	Readings	Reviews	Outcomes Met
15 Nov 29 – Dec 5	Lesson 15: Wrapping Up		Application Activity Due	SLO1, 2, 4, 6, 9
16 Dec 6 – 12	<b>PROCTORED FINAL EXAM</b> (Final Exam needs to be completed by Wednesday, December 11, 11:59 p.m.)			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
10%	FEMA Modules
18%	Journal Article Reviews
18%	Discussions
18%	Application Activities
18%	Midterm Exam
18%	Final Exam
<b>100%</b>	<b>Total Percent Possible</b>

### Viewing Grades in LearningHub

- Click into the course
- Click This Course in the top menu
- Select Grades in the drop-down

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [andrews.edu/services/sscenter/about/accessibility-accommodations.html](https://andrews.edu/services/sscenter/about/accessibility-accommodations.html)
2. Download the form at [andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](https://andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Email the completed form and disability documentation (if any) to [disabilities@andrews.edu](mailto:disabilities@andrews.edu).
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

### Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### AI-Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human-created. The submission of AI-generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.