I. **Course Mission Statement**
A broad yet thorough understanding of the basics of emergency management in this course provide students with the principles and priorities in the emergency management profession. This course allows students to understand many aspects of emergency management that is needed due to best practices from recent disasters. The course will benefit potential or current consultants, first responders, and emergency management agency staff.

II. **Course Description**
Students will complete 20 Independent Study (IS) courses, as provided by the Emergency Management Institute in Emmetsburg, MD. The course teaches the theories, principles, and approaches to emergency management, as well as provides the student with the Federal Emergency Management Agency (FEMA) Professional Development Series (PDS) Certification upon completion of the IS courses and (FEMA PDS) application.

III. **Prerequisites**
IS 100.B Introduction to Incident Command System
IS 200.B ICS for Single Resources and Initial Action Incidents
IS 700.A National Incident Management System (NIMS), an Introduction
IS 800.B National Response Framework, an Introduction

IV. **Required Textbook and Reference**
N/A

V. **Course Content, Outcomes, and Objectives:**

**Outcome #1: IS 10.a Animals in Disasters**

**Objective Overview:** Understand the fundamentals of the emergency planning process, including the rationale behind planning. Develop the capability for effective participation in the all-hazard emergency operations planning process to save lives and protect property threatened by disaster.

**Objectives:**
A. Identify doctrine and guidance for emergency planning;
B. Indicate the relationship between preparedness and planning;
C. Identify the purpose and components of an emergency operations plan;
D. Identify the steps in the planning process; and
E. Determine the status of your jurisdiction’s emergency planning.
Outcome #2: IS 20.16 Diversity Awareness Course 2016
Objective Overview: Recognize the benefits of diversity in the workforce and FEMA’s commitment to valuing diversity of its employees and customers.

Objectives:
A. Define what is meant by diversity and describe how diversity benefits us individually and collectively;
B. State FEMA’s Vision of Diversity;
C. Describe the agency’s commitment to diversity as stated in the Diversity Action Plan;
D. Describe how culture influences our interactions with others; and
E. Describe the actions you can take to optimize diversity.

Outcome #3: IS 42 Social Media in Emergency Management
Objective Overview: Review best practices including tools, techniques, and the basic roadmap to build capabilities via social media technologies in order to further their emergency response missions.

Objectives:
A. Explain why social media is important for emergency management;
B. Describe the major functions and features of common social media sites currently used in emergency management;
C. Describe the opportunities and challenges of using social media applications during the 5 phases of emergency management;
D. Describe better practices for using social media applications during the 5 phases of emergency management; and
E. Describe the process for building the capabilities and to sustain the use of social media in an emergency management organization (State, local, tribal, territorial).

Outcome #4: IS 101.c Preparing for Federal Disaster Operations
Objective Overview: Responding to incidents requires that we must be ready, willing, and able to deploy at a moment’s notice. This course provides personnel with practical tips and advice for incident deployment.

Objectives:
A. Prepare for deployment, including detailing what information to gather, what steps to take, and what items to pack;
B. Check-in when arriving at the assigned location;
C. Acclimate to the working and living conditions at the assigned incident facility;
D. Self-care during deployment and maintaining standards for accountability; and
E. Complete the check-out process.

Outcome #5: IS 120.A Introduction to Exercises
Objective Overview: Discover the basics of emergency management exercises, providing the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC).
Objectives:
A. Identify the five phases of the exercise process;
B. Distinguish the tasks necessary to complete each phase of the exercise process;
C. Understand how exercises complete the emergency preparedness cycle;
D. Comprehend the role of exercises in the testing of facilities, equipment, and personnel in a performance based environment; and
E. Recognize how exercises prepare communities to respond to and recover from major emergencies.

Objective Overview: Understand emergency management as an integrated system with resources and capabilities networked together to address all hazards.

Objectives:
A. Describe the principles and authorities that are the foundation of emergency management;
B. Explain how the different partners contribute to emergency management in your community;
C. Explain how the core capabilities support the mission areas to ensure preparedness.
D. Describe the roles of each partner in emergency management;
E. Explain the steps and resources necessary for developing a comprehensive emergency operations plan;
F. Explain how to plan, manage, and coordinate resources for an efficient and effective response; and
G. Explain the functions of emergency management in emergency and day-to-day situations.

Outcome #7: IS 235.b Emergency Planning
Objective Overview: This course offers training in the fundamentals of the emergency planning process, including the rationale behind planning. It will develop your capability for effective participation in the all-hazard emergency operations planning process to save lives and protect property threatened by disaster.

Objectives:
A. Identify doctrine and guidance for emergency planning;
B. Indicate the relationship between preparedness and planning;
C. Identify the purpose and components of an emergency operations plan;
D. Identify the steps in the planning process; and
E. Determine the status of your jurisdiction’s emergency planning.

Outcome #8: IS 240 Leadership and Influence
Objective Overview: Being able to lead others, to motivate them and commit their energies and expertise to achieving the shared mission and goals of the emergency management system, is necessary and a vital part of every emergency professionals’ job.
Objectives:
A. Explain what leadership means for emergency personnel;
B. Explain why effective leadership begins with personal insight and development;
C. Identify your leadership capabilities and areas for personal development;
D. Describe a change management model and the process for planning, communicating, and implementing change;
E. Describe how to build and rebuild trust in an organization;
F. Use personal influence and develop political savvy to network and influence people effectively; and
G. Develop strategies for creating a positive work environment that fosters leadership and a commitment to continuous improvement in others.

Outcome #9: IS 241.B Decision Making and Problem Solving
Objective Overview: Being able to make decisions and solve problems effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your decision-making skills.

Objectives:
A. Describe the impact of effective decision making in an emergency;
B. Identify attributes associated with an effective decision maker;
C. Describe the steps of the analytical problem-solving model;
D. Identify when group decision making is a good approach and methods for making a group’s decision-making process more effective;
E. Identify impediments to effective decision making in a crisis;
F. Describe strategies for enhancing crisis decision making; and
G. Explain how ethical considerations impact decision making.

Outcome #10: IS 242.b Effective Communication
Objective Overview: Being able to communicate effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your communication skills.

Objectives:
A. Identify factors that contribute to and detract from effective communication;
B. Develop a strategy for ensuring that emergency communications meet the needs of the whole community, including those with access and functional needs;
C. Identify strategies for communicating effectively in emergency situations; and
D. Identify strategies for improving your oral presentation skills.

Outcome #11: IS 244.B Developing and Managing Volunteers
Objective Overview: Strengthen your abilities to prepare for and manage volunteers before, during, and after a severe emergency or major disaster.

Objectives:
A. Identify situations in which volunteers can be a useful addition to response and recovery operations;
B. Define skill and knowledge requirements for volunteers;
C. Develop a volunteer program that includes strategies for recruiting and managing volunteers within the whole community;
D. Develop a plan for setting up a Volunteer Reception Center; and
E. Identify special issues involving the use of volunteers.

Outcome #12: IS 660 Introduction to Public-Private Partnerships
Objective Overview: The goal of this training is to establish a common vocabulary for public sector agencies and private sector organizations interested in utilizing partnerships to improve response, recovery, and resilience.

Objectives:
A. Describe the importance of public-private partnerships to emergency preparedness and planning;
B. Identify roles and responsibilities in public-private partnerships; and
C. Identify how to establish and sustain partnerships by communicating a common mission.

Outcome #13: IS 662 Improving Preparedness and Resilience through Public-Private Partnerships
Objective Overview: Public-private partnerships enhance all aspects of emergency management: preparedness, protection, response, recovery, and mitigation. They do so by engaging in activities such as information sharing, emergency planning, emergency communications, and resource sharing. This course describes how to establish and sustain public-private partnerships, as well as how to communicate and share resources in a partnership.

Objectives:
A. List the steps required to establish a public-private partnership;
B. Explain methods for communicating with partners;
C. Describe methods for sharing resources among partners; and
D. Identify activities used to sustain existing public-private partnerships.

Outcome #14: IS 703.a NIMS Resource Management
Objective Overview: This course introduces resource management as described in the National Incident Management System (NIMS), and shows how systems for managing resources can be used to improve incident response. The course includes examples of best practices, lessons learned, and job aids to assist the participant in planning for resource management.

Objectives:
A. Establish systems for describing, inventorying, requesting, and tracking resources;
B. Activate these systems prior to and during an incident;
C. Dispatch resources prior to and during an incident; and
D. Deactivate or recall resources during or after incidents.

Outcome #15: IS 775 EOC Operations
Objective Overview: This course describes the role, design, and functions of Emergency Operations Centers and their relationships as components of a multi-agency coordination
system. The course contains disaster-related examples, activities and case studies that relate to EOC's and multi-agency coordination systems at the local, state and federal levels of government.

**Objectives:**

A. Relate EOC operations to National Incident Management System (NIMS) requirements;
B. Describe the role that EOCs play in overall multiagency coordination;
C. Describe the relationship between the EOC and the on-scene Incident Command System (ICS) structure;
D. Identify staffing, information, systems, and equipment needs at the EOC;
E. Determine whether participants’ EOC organizations are conducive to effective coordination;
F. Identify potential alternate locations suitable for EOC operations should the primary EOC facility become damaged or inoperable;
G. Create a test, training and exercise plan for critical EOC operations; and
H. Develop a strategy and schedule for reviewing EOC resource requirements and technology needs.

**Outcome #16: IS 860.c National Infrastructure Protection Plan**

**Objective Overview:** The purpose of this course is to present an overview of the National Infrastructure Protection Plan (NIPP). The NIPP provides the unifying structure for the integration of existing and future critical infrastructure security and resilience efforts into a single national program.

**Objectives:**

A. Describe NIPP 2013 key concepts across the entire critical infrastructure community, including private sector and government at all levels;
B. Describe the core tenets and the values and assumptions considered when planning for critical infrastructure security and resilience;
C. Identify activities critical partners may implement to achieve national goals aimed at enhancing critical infrastructure security and resilience put forward in the NIPP 2013 Call to Action; and
D. Describe ways to apply these concepts to support security and resilience within your community or area of responsibility.

**Outcome #17: IS 906 Workplace Security Awareness**

**Objective Overview:** This course provides guidance to individuals and organizations on how to improve the security in your workplace. No workplace, be it an office building, construction site, factory floor, or retail store, is immune from security threats.

**Objectives:**

A. Identify potential risks to workplace security;
B. Describe measures for improving workplace security;
C. Determine the actions to take in response to a security situation.

**Outcome #18: IS 907 Active Shooter: What You Can Do**
Objective Overview: This course is not written for law enforcement officers, but for non-law enforcement employees. The material may provide law enforcement officers information on recommended actions for non-law enforcement employees to take should they be confronted with an active shooter situation.

Objectives:
A. Describe actions to take when confronted with an active shooter and responding law enforcement officials;
B. Recognize potential workplace violence indicators;
C. Describe actions to take to prevent and prepare for potential active shooter incidents; and
D. Describe how to manage the consequences of an active shooter incident.

Outcome #19: IS 907 Active Shooter: What You Can Do
Objective Overview: This course is not written for law enforcement officers, but for non-law enforcement employees. The material may provide law enforcement officers information on recommended actions for non-law enforcement employees to take should they be confronted with an active shooter situation.

Objectives:
A. Describe actions to take when confronted with an active shooter and responding law enforcement officials;
B. Recognize potential workplace violence indicators;
C. Describe actions to take to prevent and prepare for potential active shooter incidents; and
D. Describe how to manage the consequences of an active shooter incident.

Outcome #20: IS 914 Surveillance Awareness: What You Can Do
Objective Overview: This course provides an overview of surveillance activities and the indicators associated with them, as well as the actions that employees and service providers can take to report potential surveillance incidents.

Objectives:
A. Identify potential targets of adversarial surveillance;
B. Describe the information obtained by surveillance that is of interest to adversaries;
C. Recognize indicators of surveillance within the everyday environment;
D. Identify actions that you can take to detect potential adversarial surveillance incidents;
E. Describe the importance of identifying and reporting suspicious activities associated with adversarial surveillance; and
F. Specify actions you can take to report potential incidents of adversarial surveillance.

VI. Course Policies and Procedures

Students are expected to:
- Participate in online (D2L) and in-class discussion and activities;
• Turn in completed assignments and take all quizzes and tests when due;
• Complete the coursework independently, without assistance from another individual. If you miss a session it is your responsibility to complete the assignments, etc; and
• Adhere to the SIUC Code of Student Conduct as stated in the college catalog.

*Please note, a student who does not withdraw officially from a course may receive an “F” grade, depending on course progress or course attendance, which will become a part of the student's permanent record. The withdrawal date is listed in the General Information sheet.

Classroom Rules of Engagement
1. Cell phones, pagers, etc. will be set on vibrate or the mode that will be least disruptive should they be activated.
2. Laptops/computers/tablets may be used but such use is to be limited to those activities that support or add to the students' commitment to the class.

VII. Methods of Instruction
Teaching and learning in this course will be accomplished via lecture and study and evaluation of cases pertaining to public sector human resource management. Class members will complete small group and individual activities requiring review and evaluation of pertinent magazine and journal articles, web sites, and other sources of human resource management information. Group discussion will also be an important component of teaching and learning in the class. Students will prepare a written report regarding a personnel issue important to their department and will make an oral presentation about that issue to other class members.

IX. Exit Competencies
1. Through considerable participation in discussion with the instructor and his or her peers, completion of a variety of small group and individual activities including public speaking, and successful completion of written examinations:
   a. Demonstrate knowledge of important issues in the emergency management profession;
   b. Demonstrate the ability to successfully resolve challenges in the emergency management profession; and
   c. Demonstrate the understanding of how success in managing and leading volunteers and staff in emergency management professions will lead to a successful program.
2. Through successful completion of small group exercises such as case studies, demonstrate the ability to work within a team environment to research and develop solutions to emergency management issues.
3. Through assessment of peer oral presentations, demonstrate the ability to critically evaluate the delivery of information regarding emergency management issues.
4. Demonstrate the ability to accept peer evaluation on emergency management.

IX. Course Grade
A student’s course grade will be based on the following distribution of points earned (maximum of 1000 points is possible):

900-1000 = A  
800-899 = B  
700-799 = C  
600-699 = D  
0-599 = F

Unless permission for late turn in of assignments is given in advance of the assignment due date by the instructor, five points will automatically be deducted for each day an assignment is turned in late up to a maximum of five points per day for three days. An additional point per day will be deducted for any assignment over three days late.

X. Grade Assignment/Evaluation

A student’s grade for this class will be determined by their attendance, participation in class, and completion of all other assigned class work. Factors determining a student’s grade have been assigned weight as shown:

10% Attendance (100 pts.)  
20% Participation in class (includes online and in class) including assigned discussion questions/activities (200 pts.)  
40% Weekly tests (4) (400 pts.)  
10% Written and Oral Report (one) (100 total points = 50 points for the written and 50 points for the oral)  
20% Final Comprehensive Exam. (200 pts.)  
100% = Total (1000 pts.)

XI. Attendance Policy-Class Information

The faculty of Southern Illinois University Carbondale affirm the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active participation in the classroom or its equivalent learning environment.

Students are normally expected to attend all instructional hours of this course.

Regular class attendance will count for 10% of a student’s final course grade. Each unexcused absence will result in a deduction of a portion of that 10% of the final grade. Excused and unexcused absences will be defined by the instructor.

Students must contact the instructor in advance of the class meeting day if they need to be absent from a class meeting day/instructional hours. Failure to contact the instructor in advance will result in that absence being defined as unexcused.
No matter what the reason for being absent from instructional hours, students who are absent from more than one-third (1/3) of this course’s instructional hours (whether the absences are excused or unexcused) will seriously jeopardize their grade for the course. It will be very difficult to impossible for a student who is absent from more than one-third of a course’s instructional hours to earn a satisfactory (C), good (B), or excellent (A) grade.

Five points per day to a maximum of 15 points or three days will automatically be deducted for all late assignments (Assignments turned in to the instructor after the date due that was assigned). An additional point per day will be deducted for any assignment over 3 days late.

Related to class attendance is participation in class activities including discussions, games, role playing etc. Therefore, 20% of a student’s final course grade will be dependent on their participation in activities assigned and completed during regular class hours. Students who are absent from class for any reason, whether excused or unexcused will have a portion of that 20% of the final grade deducted from their grade unless they complete, with the permission of the instructor, all activities performed in class sessions that they miss.

Students who never attend a class will be awarded a grade of NS for the course.

An INC (incomplete) is assigned when for reasons beyond their control; students engaged in passing work are unable to complete all class assignments. If you anticipate that you will meet these conditions you are urged to notify the instructor and apply in writing to the instructor for an incomplete before the last day of the class. If, due to circumstances beyond your control, you are unable to notify the instructor in advance, you will have three days after the last class to inform the instructor that you wish to take an incomplete and two weeks to apply for the incomplete in writing. Students who fail to inform the instructor within three days following the last class date, and fail to request an incomplete in writing within the two weeks time frame will receive the grade earned for the course or a WF, whichever is the most appropriate. Notification of the program advisor will not excuse a student from contacting the instructor nor putting their request in writing. An INC must be changed to a completed grade within a time period designated by the instructor, but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first.

Make up of the final examination for those students who are unable to be present at the regularly scheduled examination time (due to circumstance beyond their control) may be arranged at the convenience of the instructor, the student and the local office personnel; if the students absence was a legitimate one and if the instructor determines that the giving of a make up examination is warranted.

XII. Academic Dishonesty Policy
Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

XIII. **ADA Statement for Students Requiring Special Accommodations/Disability Support**

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.

XIV. **Safety Instructions:**

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. If you are located on a military installation, and depending on the type emergency a senior military member may take control of the situation and direct you on the action to take. Please follow their instructions and do as asked. Similarly, if you are at a community college, their security personal may arrive and take control of a situation, please follow their instructions as well.

XV. **Explanation of Key Student Assignments and Examinations**

STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL IN THE TEXT AND SUPPORTING REFERENCES (ARTICLES, CASE STUDIES, ETC.) EVEN IF THE MATERIAL IS NOT COVERED IN CLASS DISCUSSION OR IN THE POWERPOINT/LECTURE.

1. **Weekly class participation:** (includes D2L and face to face class meetings class)
   Worth 200 points total or 20% of final grade. Participation includes weekly assigned activities such as case studies. Full participation for each week of class is worth 40 points. Note that there are drop boxes for at home work during the weeks we do not physically meet. Successful completion of each of these drop box assignments (and any other work assigned for that week) will result in the student earning the participation points for the week the drop box is assigned. Enthusiastic participation in class activities during the weeks we physically meet will result in you’re earning participation points for those weeks. Due each week of class as stated in the anticipated weekly schedule/agenda.

2. **Class attendance:** Worth 100 points total or 10% of final grade. The student earns attendance points by attending face to face class meetings and by completing all assignments due during the weeks face to face meetings are not held.

3. **Weekly quizzes/tests/examinations:** Worth 400 points or 40% of final grade, four weekly quizzes, each worth 100 points, = 400 points.
Due by no later then 06:00 am on the Tuesday following each of the first four weekends of class. Given/available only in D2L. Assigned quizzes/tests will be available on Desire 2 Learn from 06:00 Saturday to 06:00 Tuesday on the weekend they are assigned.

4. **Comprehensive final examination:** This is worth 200 points or 20% of the final grade

Due by no later then 06:00 am on the Tuesday following the final weekend of class. Given/available only in D2L.

5. **Written assignment and oral presentation:** Worth 100 points or 10% of the final grade.

The student will prepare a paper (no less than 4 and no more than 5 double spaced pages [page count does not include title or reference page]) on some item of a personnel issue that has occurred in their own department in the last year. This personnel issue must have been an important issue in their department and should have had an impact on the department. The student will give an overview of the issue, explain how this issue was of importance to his/her own department and how it was or is being resolved. The student should review the textbook to determine what type of subject matter would constitute a personnel issue. The paper must be formatted in accordance with APA guidelines for a paper of this type. We will discuss formatting expectations during the first weekend of class. At least three (3) references must be cited. You may cite your class text for one of the references.

If the student does not currently belong to a Fire Department, they may write about an issue in an organization or company that they belong to. The student may also go to the internet and research a Fire Service personnel issue that is described on the internet. If the student chooses to use an internet source the internet source must be referenced at the conclusion of the paper.

The written paper is to be submitted electronically (in D2L) by no later than midnight on Sunday, November 20, 2016.

The student will also be required to give a ten minute oral presentation with visual aids such as a Power Point presentation concerning the personnel issue that was explained in the written paper. The student is responsible to provide the aid and to be certain that the equipment needed is available in the classroom.

The scheduling of the oral presentations will be accomplished during the first weekend of class. Approximately one half of the class will be assigned to give their oral presentations during the week 3 class session and one half during the week 5 class session. We will discuss expectations for the oral presentation during the first weekend of class.

If the personnel issue involved actual members of the student’s organization NO NAMES or reference to those individuals shall be included in the student’s paper or presentation.
XVI. **Weekly Class Agenda (subject to change at instructor discretion but with notice to the students).**

*Additional reading regarding each week’s topics may be assigned. For instance, magazine articles, web site etc.*

*Note that assigned case studies, discussion questions, etc. will be available during the week they are assigned.*

❖ **To accomplish prior to first course meeting days:**

*Review syllabus
*Complete the student BIO and submit it to the D2L drop box

**Week One**
Complete the first 5 IS Courses.

**Week 2:**
Complete the second 5 IS Courses.
❖ Paper due in electronic format. (Submit to drop box in Desire 2 Learn)

**Week 3:**
Complete the third 5 IS Courses.

**Week 4:**
Complete the last 5 IS Courses.
❖ Paper due in electronic format. (Submit to drop box in Desire 2 Learn)

**Week 5:**
Complete the comprehensive final exam

XVII. **SYLLABUS MODIFICATION**

The instructor reserves the right to make changes to the course syllabus as dictated by course progress or unforeseen events. Students will be notified of syllabus changes by a notice/announcement posted in the course D2L classroom. The syllabus changes will be posted as far in advance as is possible. Please contact me as soon as possible to discuss any questions you may have about the class and work within.